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ABSTRACT

An internal evaluation of the St. Louis Career Education model was indicated by an external evaluation, which revealed that some ingredients were lacking in the program despite fine inservice workshops. Major objectives of the program were to provide inservice training to administrators, facilitators, and elementary and secondary teachers and to provide for classroom infusion of career education concepts in reading, math, language, science, and social studies classes. Program activities included inservice training, program development in target schools, establishment of a Career Education Community Advisory Committee, and communication and publicity. Inservice was conducted through workshops and miniconferences. Participants in the inservice workshops completed two feedback forms to evaluate attitudinal changes and the workshops. A workshop focusing on utilization of community resources was found to have met its objectives. At a "wrap-up" workshop participants responded to questions concerning program or individual schools' successes and failures. Miniconferences held at a variety of institutions to explore community resources were evaluated as effective. Principals were also interviewed by telephone. Student activities included shadowing and career exploration. (Appendixes, amounting to approximately one-half of the report, include evaluation instruments and some responses, report forms, and parental/student information documents concerning shadowing.) (YLB)

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CAREER EDUCATION PROJECT

1978-1979

This evaluation was conducted as a function of the Special Projects Unit of the Division of Evaluation, St. Louis Public Schools by:

Dr. Roger H. Edwards
Karla Powells-Langford

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	0	0	4,615	1,885	0	6,500	200	5	2925	2166	4332
MIDDLE/JUNIOR HIGH (7-9)			1 661	678	0	2.340	81	6	1053	780	1560
SENIOR HIGH (10-12)			1 562	638	0	2,220	82	15	999	740	1480
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL			7 838	3201	0	11,060					
EDUCATIONAL PERSONNEL											
TEACHERS			547	369	0	423					
COUNSELORS			23	11	0	34					
ADMINISTRATORS			15	8	0	23					
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			20	40	0	61					
PARENTS											
OTHER (specify)											
TOTAL			8 443	3 629	0	11, 603					

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INTRODUCTION

It has long been held by local educators and the public that education should better prepare children for the world of work and the world in which they are to live. This concern was evident in St. Louis even before the public schools began receiving state and federal grants for the implementation of career education. An eighteen month career education pilot project was conducted in the St. Louis Public Schools at three elementary schools in 1973-1974 to demonstrate the feasibility of the establishment of a link between school and work. This pilot project illustrated that a) career education could easily be incorporated into the "basics", b) classroom teachers were able to incorporate career education ideas into their lessons, and c) students could potentially benefit from an emphasis on career self-awareness.

From 1973 to 1977 the Career Education Office in the St. Louis Public Schools was operated by a director and a staff of coordinators. During that time the directorship remained in the hands of one person with a series of different coordinators. With varying emphas's (based on the thrust of the program for that given year) each staff had as its broad goals:

1) helping teachers to incorporate career education concepts and techniques into the total school curriculum with emphasis in the basic subject areas,

2) developing and disseminating curriculum, counseling, and community resource guides, and

3) developing and maintaining linkages with the business-labor community of St. Louis.

Since 1973 five grants ranging from $175,000 to the present $125,000 have been awarded to the St. Louis Public Schools for Career Education.* The grants awarded focused on the development of an exemplary model for the training and re-training of school personnel on the concepts and techniques of career education. In each grant year, prior to 1978-1979, the multiplier method of training was utilized. In this method a series of "target" elementary and secondary schools were selected. The principals and building facilitators from the target schools were trained and they in turn trained others in the schools. The multiplier method remains an integral part of the overall training plan. The "cluster concept", instituted during the 1978-1979 academic year, is a modification of the same plan. This concept operates on a more coordinated long range approach for the student. In this method a high school is selected along with certain elementary feeder schools within a geographically determined district. This concept increases the possibility that a student would have long term exposure to a designed career education program from the kindergarten through twelfth grade levels.

Our need to scrutinize the St. Louis model was underscored by issues raised in an external evaluation of the program. In a survey completed

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*Funding was denied during the 1977-1978 academic year.

in June, 1977 by the National Testing Service (NTS) in which the St. Louis program was compared with 14 others nationwide, the following concluding statement was made:

> *"Teachers reported preparation and agreement with the goals of Career Education was less than optimal... Of concern is the teacher-reported lack of preparation in Career Education. Since this project concentrates heavily on teacher inservice this finding should be followed up." (p. 4.8 of the final report)*

From this report it appeared that in spite of the many fine inservice workshops that had been conducted by the Career Education staffs, some other ingredients were lacking in the program. While there were isolated examples of elementary and secondary school personnel firmly committed to career education concepts, it was questionable that many career education activities and concepts would continue without a Career Education Office.

In the original program design proposed, five full time project staff members were identified, a Career Education director and four cluster coordinators. It was proposed that this project staff would service thirty-two schools. As a result of budget revisions during the grant negotiations, the personnel configuration was altered. The number of coordinators was reduced to three full time persons and the Board of Education assumed funding responsibility for the project director. The number of target schools to be serviced was reduced to twenty-three.

The directorship of the Career Education Project during the 1978-1979 academic year was transferred to the Acting Executive Director of the

Division of Curriculum Services. It was hoped that this official affiliation between the Career Education Project and the Curriculum Services Division would:

1) enhance the creditability of the project to those target school personnel to be serviced, and

2) facilitate career education's integration into the curriculum.

In January of 1979 a work stoppage began which lasted fifty-six days. The St. Louis Public Schools were closed until March 14, 1979. Both the momentum of the Career Education Project and all program activities were interrupted during that time.

Shortly after the fifty-six day work stoppage Ms. Marie Burrow, one of the three project coordinators, had a stroke (March 24, 1979) and was hospitalized for some time. She was granted an extended sick leave for the remainder of the academic year. Ms. Karen Johnson, another project coordinator, was granted a maternity leave which extended from May 1979 to October 1979. As of the end of the grant period only one of the three project coordinators, Susan Katzman, remained in active service to the Board of Education. Despite these staffing problems the project continued throughout the contracted period and provided additional experiences to school system personnel beyond those required by the grant agreement.

PROGRAM OBJECTIVES

The Design for Career Education program proposed three major objectives:

1) To provide inservice training on the concepts, outcomes, and purposes of Career Education to designated administrators and facilitators in 23 target schools. Based on the cluster principle, administrators and facilitators will (a) develop timelines for training activities in their respective schools, (b) demonstrate knowledge of career education by developing instructional materials and (c) train teachers in the areas of motivating school work, career information and career skills.

2) To provide all other teachers in the target elementary schools and selected teachers in the target high schools with inservice training in the knowledge of career education concepts, purposes and outcomes. Teachers will develop, demonstrate and evaluate their own instructional materials, using prior materials developed, community resources and their own resourcefulness.

3) To provide for classroom infusion of career education concepts in reading, math, language, science and social studies classes. Students will correlate the importance of basic skills with the World of Work and, on the 7-12 grade levels, will become familiar with decision making and job seeking skills.

ORGANIZATIONAL STRUCTURE

The Career Education Project staff for 1978-1979 consisted of a project director and three cluster coordinators. This year the project was under the directorship of Mary York, Acting Executive Director of the Division of Curriculum Services. She was under the general supervision of the Associate Superintendent of Instructional Support Services. The three cluster coordinators were; Marie Burrow, former Director of Career Education; Susan Katzman, former secondary school teacher; and Karen Johnson, former elementary school teacher.

Selected schools in each of the six geographical districts within the St. Louis Public School System participated. Six high schools and seventeen elementary schools made up the population to be serviced by the project staff. Participating schools are presented below by district and coordinator.

MAGNET DISTRICT	Coordinator
Academy of Math and Science	Susan Katzman
Madison Career Action Learning	Marie Burrow
Waring-Academy of Basic Instruction	Karen Johnson

BEAUMONT-SUMNER DISTRICT	Coordinator
Beaumont High School	Susan Katzman
Langston*	Marie Burrow
Riddick	Marie Burrow
Ashland	Marie Burrow

CENTRAL-VASHON DISTRICT	Coordinator
Vashon High School	Marie Burrow
Columbia	Marie Burrow
Dunbar	Marie Burrow
Lowell	Marie Burrow

* Langston School withdrew from the program during the second semester because the principal and staff felt a need to devote additional classroom instruction time to the "basics" following the work stoppage in preparation for the BEST test administration.

CLEVELAND-SOUTHWEST DISTRICT	Coordinator
Southwest High School	Karen Johnson
Lindenwood	Karen Johnson
Longfellow	Karen Johnson
Woerner	Karen Johnson

McKINLEY-ROOSEVELT DISTRICT	Coordinator
McKinley High School	Susan Katzman
Grant	Susan Katzman
Peabody	Susan Katzman
Sigel	Susan Katzman

NORTHWEST-SOLDAN DISTRICT	Coordinator
Northwest High School	Susan Katzman
Hamilton	Karen Johnson
Hempstead	Susan Katzman
Herzog	Karen Johnson

PROGRAM ACTIVITIES

Inservice Training

The training and re-training of teachers in the concepts, purposes and outcomes of career education was accomplished through the utilization of the multiplier method. This method essentially established a "feed-through" system which relied heavily upon effective communication and leadership. The concentration of training (inservice) for the 1978-1979 academic year was proposed as follows:

Principals	- 10 hours of inservice training
Facilitators	- 24 hours of inservice training
Teachers from Target Schools	- 6 hours of inservice training
TOTAL HOURS	40

The coordinators were responsible for planning and conducting these 40 hours of inservice training to the various groups. According to the proposed activities, the inservice training sessions for principals would be "designed to familiarize them with career education concepts and practices so they (could) implement a building plan that (would be) comprehensive in its approach and involve complete staff participation". Inservice training sessions for building facilitators and teachers would be "geared to providing information and skills needed to implement career education philosophy and concepts". The facilitator/teacher inservice sessions were to provide ways by which teachers could teach students to:

1) engage in occupational exploratory activities,
2) discuss personal and social factors that affect job success,
3) select appropriate occupational preparation needed for entry level employment,
4) show how aptitudes, abilities, interests, values and physical characteristics are related to career choice, and,
5) correlate basic skills with practical career opportunities.

Program Development

Cluster coordinators and building facilitators were responsible for program development in the target schools. Building facilitators were selected by the building administrators. A list of facilitators can be found in Appendix A.

Additionally, cluster coordinators were to 1) assist teachers in the 23 target schools in implementing career education in their classrooms, 2) provide assistance to teachers in developing 4 mini-units, and 3) provide assistance to teachers in utilizing community resources. Coordinators were to meet with the target secondary school department chairpersons. They were also to meet with the community's business-industry-labor representatives to coordinate community resource activities (e.g. Executives in the Classroom, World of Work Exploration Trips, etc.).

Advisory Council

A major component of the project was the establishment of a Career Education Community Advisory Council. This council and the project staff were to work together to utilize career education resources including speakers, lecturers, visitation sites, service opportunities, and shadowing models in the Greater St. Louis Metropolitan Area. The proposed objectives of the Advisory Council were to:

1) build career education awareness,
2) inform the community about career education,
3) help assure a better understanding of the free enterprise system,
4) participate in the previously outlined program, and
5) provide the school system with access to resources in the community.

Communication

The importance of effective communication in this project was emphasized by the Career Education staff. It was felt that effective communication would "facilitate the growth of career education support and ... allow feedback (which would) provide an excellent vehicle for program development". The success of the program was contingent upon the communication of the concepts, techniques, and purposes of career education. The staff proposed that the total school system and community would be reached through;

1) local newspapers,
2) radio,
3) television,
4) "School and Home", the city-wide publication, and
5) Career Education Newsletters.

INSERVICE ACTIVITIES

The Career Education Project staff planned and implemented the inservice training sessions for all project participants. The participants included 320 educators in the St. Louis Public Schools; 23 elementary and secondary school principals, 58 building facilitators, and 239 elementary and secondary school teachers and counselors. Inservice presentations were made on a variety of career education topics. Each session was designed for a particular group (or groups) within the target population (i.e., principals, facilitators, and/or teachers).

A number of different sites were selected by the project staff for the inservice activities. Six sessions were held at local colleges and universities. Other sessions were conducted in private institutions. For those sessions the criteria for site selection included the institution's a) ability and willingness to participate in the project, b) facilities (for touring purposes), and c) career exploration potential for students.

On several occassions guest speakers were engaged for training sessions. Those speakers included: Dr. Robert Lee, Dean of Admissions for Washington University; Jewel Neal, Personnel Manager of FAA; Harold Kemp, Equal Opportunities Center; Ms. Dee Rogers, truck driver; Tono Bono, proprietor of Calecos; Mary M. Richards, Food and Drug Administration (FDA); Art Asadorian, paramedic; and Archie Blaine, City Personnel Office EEO Manager.

In addition to the scheduled inservice activities, the project staff conducted special sessions. A three hour pre-service workshop for apprentice elementary teachers at Harris-Stowe College was conducted to orient prospective school personnel to career education concepts and classroom infusion

techniques. Two mini-career conferences were also conducted for selected secondary school students in the target schools with particular career interests. Students and facilitators also participated in a career exploration workshop at Proctor and Gamble.

The date, location and title of each inservice session and special session is presented in the Inservice Activities Report on pages 14 and 15. This report indicates the target group, the focus or topic of each session, and the activities that the participants engaged in.

The project staff proposed the delivery of some 40 hours of training and re-training sessions for the target groups. The staff in fact provided over 80 hours of training sessions as shown in the Inservice Activities Report. Table 1 presents the target group, the number of training hours proposed, and the number of inservice hours provided during 1978-1979.

TABLE 1

INSERVICE HOURS

Target Group	Inservice Hours Proposed	Inservice Hours Provided
Principals	10	14
Building Facilitators	24	25
Teachers	6	6
TOTAL	40	*45

*This total does not include 40 hours of mini-career conferences provided during the month of July.

Table 1 includes only those inservice hours provided prior to the end of the academic year. An additional 40 hours of inservice was offered through the Mini-Career Conferences conducted during the month of July. The stated purposes of these conferences include:

1) exploration of community resources,
2) demonstration of innovative classroom methods of community resource utilization,
3) provision of experiential awareness of basic skills utilization on-the-job,
4) exposure to changes in jobs, the job market, (new) equipment and machines, and
5) promotion of collaborative education-industry activities.

Principals and building facilitators of the target schools were invited to participate in these special sessions. Invitations were also extended to other interested principals, previous Career Education coordinators for the school system, and those schools involved in the Decentralized Decision Model.

INSERVICE ACTIVITIES REPORT

DATE TITLE LOCATION	TARGET GROUP	FOCUS	ACTIVITIES
August 31, 1978 Thursday 9 to 12 A.M. Harris-Stowe Teachers College	50 apprentice elementary teachers at Harris-Stowe	To orient apprentice teachers to career education concepts classroom infusion techniques, etc.	Activities focusing on classroom infusion of: Sex stereotyping values Self-awareness Career awareness Decision making Career Education and basic skills Work values and attitudes
September 30, 1978 Saturday 8:30 to 3 P.M. Emerson Electric	23 elementary and secondary principals (18 principals attended).	To bring together administrators of target schools to familiarize them with career education, to formulate plans for 1978-79, to discuss administrator's role in career education.	Activities focusing on: 1. Ways in classroom (i.e. basics self-awareness, career preparation, job seeking skills, etc.) 2. Emerson Electric as a resource 3. 1978-79 Career Ed. plans - what's expected of administrators 4. future workshops for administrators, teachers and building facilitators.
October 7, 1978 Saturday 8:30 to 1:30 P.M. Washington University Wohl Ctr.	58 elementary and secondary building facilitators (44 present)	To bring together building facilitators from target schools to discuss their role and to explore some examples of ways to tie career education into the classrooms.	1. Activities focusing on classroom infusion of: basics and career education self-awareness — sex stereotyping career prepartion — decision making career exploration — bulletin boards job seeking and keeping skills 2. Their role as building facilitator.
November 14, 1978 Tuesday 4:00 to 6:00 P.M. Harris Stowe College "Safari"	58 building facilitators (42 present)	To provide activities, implementation techniques and career related information that can be utilized in the Kg - 12 classroom.	Around a Safari theme activities included: 1. values auction 2. self-awareness (selfville) 3. occupational information 4. jobs, clusters 5. sex stereotyping 6. changing job titles (Career Town)
December 2, 1978 Saturday 8:00 to 12:00 St. Louis University School of business 3674 Lindell "Smorgasbord"	320 principals, facilitators, teachers (8 principals present) (56 facilitators present) (229 teachers, counselors)	To provide teachers with exposure for infusing career education concepts into classroom	58 building facilitators led workshops on: 1. values - self-awareness 2. career awareness and exploration 3. sex stereotyping 4. bulletin boards 5. decision making 6. job seeking skills 7. field trips 2 community resource people led sessions
March 28, 1979 Wednesday 9:30 to 2:30 P.M. St. Mary's Health Center Mini-Career Conf.	40 students from the Academy of Math and Science interested in science related careers	To provide exploration of all careers found in a hospital setting, to view the daily operation of a hospital.	Activities involved discussion, touring and hands-on experiences. Departments involved included: 1. dietary 2. hosp. administration 3. personnel 4. nuclear medicine 5. clinical lab 6. mini-surgery 7. Radiology 8. nursing 9. respiratory therapy 10. engineering
April 26, 1979 Thursday 8:30 to 2:30 P.M. Laclede's Landing "Mini Career Conf.	58 facilitators could choose one of 2 workshops to attend. Each school was asked to divide itself up so as to get exposure to both places. (29 attended.)	To provide exposure to the community resources available in St. Louis with a first-hand look at a job site(s), direct contact with workers, and opportunity for discussion pin-pointing basic skills, training, etc, needed for jobs.	Discussion, tour, career exposure to: 1. LaClede's Landing Redevelopement Project 2. Spaghetti Factory Restaurant 3. Sharron Belson Interiors 4. Hoffman Partnership Architects
May 3, 1979 Thursday 8:30 to 2:30 P.M. Monsanto Corp. "Mini-Career Conf.	Same as above.	Same as above.	Discussion, tour, career exposure to: 1. operations of Monsanto 2. personnel 3. chemical engineering 4. tour 5. non professional careers drafting, secretary, print room, etc. 6. professional careers

INSERVICE ACTIVITIES REPORT

DATE TITLE LOCATION	TARGET GROUP	FOCUS	ACTIVITIES
May 16, 1979 Wednesday 4:15 to 6:15 P.M. Harris-Stowe College "Using Community Resources"	216 teachers from target schools invited to 2-hour workshop on resources. Schools were divided so as to have 100 participants for each of the 2 sessions.	To provide exposure to a variety of community resources for the classroom, to "personalize the basic skills as they are needed on specific jobs."	Guests(speakers) included: 1. Dr. Robert Lee, Washington University Dean of Admissions 2. Jewel Neal, Personnel Manager of FAA 3. Harold Kemp, Equal Opportunities Center 4. Ms. Dee Rogers (Truck Driver)
May 23, 1979 Wednesday 4:15 to 6:15 P. M. Harris-Stowe College "Using Community Resources"	See above	See above.	Speakers included: 1. Tony Bono, Owner of Calecos 2. Mary M. Richardson, Food & Drug Adm. 3. Art Asadorian, Paramedic 4. Archie Blaine, City Personnel Office, EEO Manager
May 24, 1979 Thursday 9:15 to 12:00 noon Nooter Corporation Mini-Career Conf.	30 students (5 each from 6 target high schools) - preferably 11th - 12th graders in shop.	To provide exposure to Nooter Corporation, careers there and how basic skills relate to the jobs.	Activities included: 1. extensive tour 2. employment discussion 3. discussion w/workers 4. relation of basic skills and industrial arts to specific jobs.
June 9, 1979 Saturday 8:00 to 12:00 noon Salad Bowl Rst. "Wrap Up"	58 building facilitators and 23 principals. (no principals present) (27 facilitators present)	To explore resources of Salad Bowl (restaurant management) to evaluate Career Education program 1978-79 to discuss future concerns to disseminate materials ordered for facilitators (posters, kits, etc.)	Activities: 1. tour/discussion of careers at Salad Bowl 2. evaluation led by Dr. Edwards 3. discussion of future activities 4. dissemination of materials
June 20, 1979 Wednesday 8;30 to 2:30 P.M. Procter and Gamble	15 facilitators - could bring <u>one</u> student.	To explore resources at Procter and Gamble, to explore careers and skills needed for each To provide additional resource for teachers	Activities: 1. extensive tour 2. employment discussion with individual employees - management - clerical - warehouse - assembly line - marketing - laboratory
July Mini-Career Conferences July 9, Monday Jewish Hosp. July 11, Wednesday Chase Park Plaza Hotel July 16, Monday Pet, Inc. July 17, Tuesday July 18, Wednesday West End Walking Tour July 23, Monday First National Bank	Open to all principals, building facilitators of target schools, plus interested other principals, previous Career Education coordinators, DDM schools.	To explore community resources To show ways teachers can utilize community resources To show first hand awareness of how basic skills are used on job To expose educators to changes in jobs, job market and new equipment and machine. To promote collaborative education-industry activities.	Jewish - 14 participants Chase - 14 " Pet - 19 " West End - 12 " First Nat'l- 14 "

INSERVICE WORKSHOP EVALUATION

The Career Education Project staff planned and implemented eighteen workshops. Fifteen of those workshops were designed as inservice sessions to "train and re-train" the project participants in the target schools. A special workshop was designed as a pre-service session for apprentice teachers, and two workshops were designed as career exploration experiences for secondary school students.

Two feedback forms were used to gather information on the perceptions of the project participants of the "training and re-training" activities. The first form, Form A, was used in the initial inservice activities conducted during the first semester. This form presented open-ended statements to which the inservice participants were to respond. (See Appendix B.) Participants completed the form at the close of each workshop. It was designed to ascertain the educational benefits of the workshop as well as any attitudinal changes which may have occurred. The second form, Form B, was an opinionnaire designed as a participant evaluation of the workshop in regard to the stated purpose(s) of the session and the relevance and influence of the presentation on their future educational activities. (See Appendix C.) This form was used during the second semester. Information of a formative nature was also requested on Form B. Participants were asked to indicate the most and the least interesting aspects of the inservice presentation, their suggestions for future community resources to be explored, and career areas on which students need more information. Although the formative data was helpful to the project staff in the planning and implementation of subsequent workshops, these data will not be reported

here. The primary intent of this data analysis was to ascertain an effectiveness level of the training/re-training model proposed.

DATA ANALYSIS PROCEDURE

Data was analyzed from eleven of the fifteen training sessions conducted for school personnel and from one of the two student career exploration activities. The pre-service training session designed for apprentice teachers has been excluded from the analyses because of its indirect significance to the school system. This selection procedure provides information on 57.5 hours of the training sessions conducted during both semesters. These workshops represent 17.5 hours of the proposed 40 hours of training, and the additional 40 hours of innovative inservice instituted by the project staff through the Mini-Career Conferences. Data from the eleven training sessions will be presented in five parts:

Part 1. The Initial Training Session for Principals of the Target Schools - September 30, 1978,

Part 2. The Initital Training Session for Building Facilitators - October 7, 1978,

Part 3. A training session designed for teachers of the target schools - May 23, 1979,

Part 4. The Culminating Training Session (designed for principals and building facilitators) - June 9, 1979, and

Part 5. The Mini-Career Conferences (conducted during the month of July, 1979.).

Initial Principals Workshop

The first workshop conducted for target school project participants was held Saturday September 30, 1979 at Emerson Electric. (See Appendix D.) The session was designed for the 23 elementary and secondary school principals.

Eighteen of the twenty-three eligible schools participated in the session (78.3%). Twelve of the inservice participants were principals. All secondary school target principals (6) and 6 elementary school principals participated. The remaining six participants were designated representatives of elementary target schools.

Form A was used to assess the impact of the inservice on participants. Participant responses will be presented for three of the six open-ended statements included on the instrument. These statements were selected because they focus upon the participants perceptions on the impact of the training sessions.

The objectives of the workshop were:

I. to familiarize the administrators of the target schools with the career education concepts and practices,
II. to assist these administrators in the formulation of their building plans for the implementation of career education and,
III. to discuss the administrator's role in the local Career Education project.

In analyzing participant responses, categories were established which correspond to the stated objectives of the workshop.

The categories to which participant responses were assigned are presented below. The Roman numeral preceding the category indicates the objective to which each response category corresponds. The number of respondents per category is also presented. The actual response statements of the participants can be found in Appendix E.

Objective	Category Response	Number of Respondents
I	Identification of a need for the Career Education Project in the St. Louis Public Schools.	5
I	Recognition of the program's benefit to student development.	1
I	General knowledge gained through inservice participation.	7
I	Commitment to the program's concepts, and/or techniques.	15
	Sub total	28
II	Consideration of individual school variables concerning the program (i.e., leadership, staff participation, etc.).	5
II	Building plans.	4
II	Confidence in the leadership of the total program or of their individual school.	2
II	Concern about the level of involvement (school-wide or system-wide).	2
	Sub total	13
III	Personal leadership plans.	5
III	Identification of a need to secure business-community involvement.	1
	Sub total	6
	Grand Total	47

The participants' responses to the open-ended statements indicate that the workshop objectives were met. Twenty-eight of the category responses (60%) correlated with Objective I, 13 responses (28%) corresponded to Objective II, and 6 responses (12%) corresponded to Objective III.

COMMENTS

The data analysis procedure applied rests on the assumption that the respondents indicated the workshop information and activities which were most influential to them. The procedure also assumes that the number of persons responding to each objective provides an "index" of objective attainment.

Utilizing this procedure, Objective I was most effectively attained---

> To familiarize the administrators of the target schools with the career education concepts and practices.

A 60% response rate was calculated for this objective. The evaluators view this objective as an information dissemination objective. Objective II ranked 2nd in effectiveness---

> To assist these administrators in the formulation of their building plans for the implementation of career education.

Objective II was categorized by the evaluators as a planning-assistance objective. A 28% response rate was calculated for it.

Objective III received the lowest participant response index---

> To discuss the administrator's role in the local Career Education Project

A 12% response rate was calculated for this objective. The evaluators categorized it as an information exchange objective. The evaluators suggest two hypotheses for the lower response rate:

> H^{o}: 1 A smaller proportion of time and/or emphasis may have been placed on this workshop objective than on the other objectives, or

H^{o}: 2 Administrators perceived their role in the local Career Education Project to be very similar to their role in other building level educational programs.

Either of the two hypotheses are viable data interpretations.

As a result of the data analysis, the evaluators conclude that the information dissemination activities of this workshop were most effectively achieved.

Initial Building Facilitators Workshop

On Saturday, October 7, 1978 the first training session was conducted for building facilitators of the target schools. This five hour session was held at Washington University. The workshop was designed to:

I. provide information and techniques for the implementation of career education philosophy and concepts,

II. discuss the facilitator's role in the implementation process at the building level, and

III. explore methods of classroom infusion of career education concepts.

Forty-four of the fifty-eight eligible participants attended (75.9%). Each target school was represented at this session. Again, Form A was administered to the participants to assess the impact of the training session. The open-ended statements selected for this analysis were identical to the previously selected statements analyzed in the administrators feedback report.

The categories to which participant responses were assigned are presented below. The corresponding workshop objective and the number of respondents for each category are given also. Actual response statements of the participants can be found in Appendix F.

Objective	Category Response	Number of Respondents
I	Knowledge gained through inservice participation,	23
I	Utilization of the multiplier method,	9
I	Commitment to the program,	22
I	Recognition of benefits of the program to student development.	13
	Sub total	67

II	Utilization of business-community resources,	1
II	Commitment to program implementation,	12
II	Plans or needs for the classroom or building,	1
II	Building plans (i.e. staff participation, personal leadership),	3
II	Procedural impetus,	1
II	Confidence (or its lack) in the program or the leadership (at the school level)	15
	Sub total	33
III	Classroom or building plans.	19
	Sub total	19
	Grand total	119

Participant responses indicate that the workshop objectives were met in varying degrees. Sixty-seven responses (56%) correlated with Objective I, 33 responses (28%) with Objective II, and 19 responses (16%) correlated with Objective III.

COMMENTS

The data analysis procedure and assumptions are identical to those applied in Part I. The participant response index for Objective I indicates that workshop objective as the most influential of the three objectives---

> To provide information and techniques for the implementation of career education philosophy and concepts.

The evaluators characterized it as an information dissemination objective.

A 56% response rate was calculated for Objective I.

Objective II was classified as a leadership facilitation objective---

> To discuss the facilitator's role in the implementation process at the building level.

A 26% response rate was calculated for this objective.

Objective III was classified as a methodological objective---

> To explore methods of classroom infusion of career education concepts.

The lower response rate (16%) was calculated for it.

Again, the evaluators suggest two hypotheses for this.

H^{o}: 1 A smaller porportion of time and/or emphasis may have been placed on this workshop objective than on the other objectives, or

H^{o}: 2 The classroom infusion methodology suggested for career education concepts may have been perceived by these facilitators (teachers) as similar to other infusion techniques they had applied (i.e. citizenship, democracy, etc.).

Once again, of the three objectives, the information dissemination objective was the workshop objective which was achieved most effectively.

Teachers and Facilitators Workshop

The training session conducted May 23, 1979 was one of two workshops designed for facilitators and teachers which focused upon the utilization of community resources. (See Appendix G.) Two hundred sixteen eligible participants were invited to attend (158 teachers and 58 facilitators). One hundred eight trainees (1/2) were invited for each of the two sessions. The objectives of both sessions were:

1) to provide exposure to target group participants on a variety of available community resources for the classroom, and

2) to present alternative ways "to personalize the basic skills as they are needed on specific jobs."

Fifty-three teachers and facilitators participated in this inservice session (49% of the 108 invited). The session was evaluated by the participants on the Form B. Twenty-four participants (45%) reported that the purpose of the workshop was well understood in advance. Twenty-one participants (40%) reported an average advance understanding and nine participants (15%) indicated a poor advance understanding of the purpose of the workshop.

Forty-one participants (80% of the respondents) indicated that the presentation was above average in the accomplishment of the stated objectives. Nine participants (18% of the respondents) felt that the presentation was average in its accomplishment of the objectives. One participant reported that the presentation poorly accomplished the objectives. Two participants did not respond.

Twenty-nine participants (56% of the respondents) indicated that the presentation was above average in terms of meeting their particular needs with respect to career education. Twenty-two participants (42% of the respondents) felt that the presentation was average in this regard. One participant felt that the presentation was poor in terms of meeting his/her particular needs.

Forty-three participants (83% of the respondents) reported that the presentation would have a relatively high degree of influence on their future activities. Eight participants (15%) felt that the presentation would have some future influence. One participant reported that little influence had been made.

CULMINATING WORKSHOP

On June 9, 1979 a culminating workshop, entitled "Wrap Up", was held at the Salad Bowl Restaurant for the 58 building facilitators and 23 principals. This four hour session was designed to:

1) explore the resources of the Salad Bowl in terms of restaurant management,

2) disseminate career education materials ordered for facilitators (posters, kits, etc.),

3) evaluate the 1978-1979 Career Education programs, and

4) discuss future concerns.

Twenty-seven persons attended, none of which were principals. Each target school was represented at the workshop. The Form B evaluation was used to gather feedback on the workshop session. Additionally, an eight item evaluation of the 1978-1979 Career Education Project was given. The data from both will be presented in the order mentioned.

Form B Participant Evaluation

All participants reported that they understood the purpose of the workshop in advance. Twenty-six (96%) reported a better than average understanding. All respondents indicated that they felt the workshop accomplished the stated objectives in an above average fashion. There was unanimous agreement that the presentation at the Salad Bowl met the participants' particular needs with respect to career education. All participants felt that the information presented would influence their activities in the future. Twenty-two (81%) reported that their activities would be influenced a great deal.

Participants' Evaluation of the Project

The second part of the evaluation was designed to assess the participants' perceptions of the 1978-1979 Career Education Project. The results of that evaluation are presented below.

Coordinator Services

Participants were asked to identify their original coordinator. They were also asked to rate the services they received from the coordinators. Karen Johnson was identified as the coordinator for seven of the participants. Six of the seven participants (86%) reported that the services she rendered to them ranged from adequate to superior. Marie Burrow was the coordinator for nine of the participants. Eight of the nine participants (89%) rated her services between adequate and superior. Eleven of the participants were serviced by Susan Katzman. Seven of the eleven respondents (64%) indicated that the services rendered by Ms. Katzman were excellent. Many of the respondents indicated that their coordinator would come on a periodic basis or whenever they requested their services but the actual time shared was inadequate. One factor should be considered in evaluating the adequacy of the services provided by coordinators to the target school personnel. After May 18, 1979 Susan Katzman was the only active full time coordinator for the program. She continued to provide services to the schools she had originally been assigned and she responded to requests for services from the schools her co-workers had been assigned. Theoretically, she became the coordinator for all 23 target schools. The time she was actually able to serve each was limited.

Program Participation

Seventeen of the 27 workshop participants (62%) were involved in the program for the first time this academic year. Five persons (18%) had been involved 2 years, four (14%) were involved 3 years, and two persons (6%) had been involved 4 years.

Staff Involvement

According to the reports of the 27 participants over 243 teachers were involved in the schools they represented.

Major Successes

The workshop participants were asked their opinion of major program and/or their individual school successes in career education during the 1978-1979 academic year. Their responses are listed below.

- parent involvement in career education at the classroom level,
- Career Day,
- Executives in the classroom (speakers),
- teacher cooperation and participation received,
- career education program implementation by classroom teachers; classroom infusion,
- Northwest/Soldan Parent Congress focused upon career education. Karen Johnson made a presentation,
- maintaining interest,
- integration of career education in regular curriculum,
- Northwest High School's science department secured the services of selected science-related speakers through the assistance of Susan Katzman,
- Career Day at Beaumont High School, initiated by the building facilitators,
- Career Day for 7th and 8th graders,
- teachers becoming more positive about career education,
- three 4th grade teachers organized a successful Career Day for 4th graders,
- Career Day at Northwest High School,

- the enlightening workshops presented ideas and raised awareness,
- coordinator inspired the facilitators at Beaumont to organize a Career Day,
- student interest aroused, Career Day,
- total teacher involvement and PAC parents involved,
- total teacher participation; PAC workshops for parents had a career education focus,
- bulletin boards displayed using career education concepts and world of work field trips,
- aided students in preparing for job interviews,
- really helped 3 students secure jobs,
- Career Day,
- Guests responding to career education (in the classroom) and world of work trips,
- school involvement - 7th and 8th grade world of work trips and resource speakers,

Major Failures

When workshop participants were asked their views on major program and/or school failures, the responses were as follows:

- not getting more teachers involved - the more experienced teachers were very negative toward the program,
- lull after the strike - not getting more teachers involved,
- not having more professional people come and speak to the student body,
- lack of opportunity for teacher participation in the in-service workshops,
- satisfied, but lack of time for community participation,
- no failures,
- teachers do not like to take time to write things down (re: monthly reports and mini-units),
- interested persons have left the profession,
- some reports were not completed by teachers, my bulletin board did not come up to my expectations, did not get everyone (students) involved in evaluating themselves for career choices,
- lack of teacher involvement - feeling students will not have motivation to explore opportunities,
- workshop where large number attended (December 2, 1978) - time and placement of rooms badly handled. Also, I did not gather much information from Safari workshop - geared too much to elementary,
- lack of communicating workshop ideas to teacher in the department,
- lack of tours for students,
- December 2, 1978 workshop-too large, teachers were not cooperative,

- the other facilitator at my school lost interest; I felt I was carrying the whole bag,
- lack of specifics easily communicated to other teachers; general lack of communication with other department teachers,
- monthly reports - most teachers conducted activities but did not take the time to write the reports,
- no failures,
- monthly reports - teachers felt that the monthly reports were a chore,
- lack of communication with other high school teachers in the program,
- no time to share with other teachers,
- December 2, 1978 - physical set up,
- teachers involved were busy with classroom duties and had little time for career education reports,
- no failures other than response not as great as expected from staff members; had activities going on but not reporting as such.

Extra Service Pay

Participants were asked if they would have come to the workshops had they not received extra service pay. Eight participants (30%) responded yes, six (22%) responded no, and thirteen participants (48%) did not respond.

COMMENTS

Eighty-one program participants were invited, all of whom were in a program leadership capacity. Twenty-seven persons attended, none of which were principals. It is important to note, however, that each of the target schools was represented. Several contextual restraints were reported by target school personnel as having contributed to the limited attendance. First of all, an amended school calendar was in effect in which Saturday classes were scheduled. The amended school calendar can be found in Appendix H. Secondly, project time lines and the availability of the community resource facility to be explored dictated the adoption of a Saturday scheduling. Thirdly, the workshop was designed for the principal and building facilitator(s) from each school. Depending on the size and the level of each target school (elementary or secondary), between two and five persons were invited to attend from each school. The evaluators believe that the interaction of these three variables certainly effected the workshop's attendance level. Several school principals and/or building facilitators informed the project staff that the instructional program at their school would be negatively affected by the simultaneous absence of so many building personnel on a Saturday class day*. The alternative suggested was that each school insure representation at the workshop by having at least one of the designated persons from their site in attendance.

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*The availability of substitutes for Saturday class days was very low.

July Mini-Career Conferences

The July Mini-Career Conferences represent an innovative approach to inservicing school personnel. The concept evolved out of the formative evaluation feedback received from workshop participants by the project staff. These conferences were open to all principals and building facilitators of the target schools as well as other interested principals, previous Career Education coordinators, and Decentralized Decision Model Project participants. These on-site conferences were conducted at a variety of institutions. The purposes of these conferences were to:

1) explore community resources,
2) demonstrate ways teachers can utilize community resources,
3) provide first hand awareness opportunity of how basic skills are used on jobs,
4) expose educators to changes in jobs, job market, and new equipment and machines, and
5) promote collaborative education-industry activities.

Mini-Career Conferences were held at the following locations:

DATE	LOCATION	NUMBER OF PARTICIPANTS
July 9	Jewish Hospital	14
July 11	Chase Park Plaza Hotel	14
July 16	Pet, Incorporated	19
July 17-18	West End Walking Tour	12
July 23	First National Bank	14
	TOTAL	73

Workshop evaluation Form B was used in these conferences. An additional question was placed on this form to ascertain what the level of participation may have been if participants were not paid for their involvement. The composite results from the five items analyzed from the conference evaluations are presented.

Seventy-three forms were submitted for the six days of conference. Seventy-two participants (99%) indicated that they had an average (or better) understanding of the purpose of the conferences in advance. There was unanimous agreement among all participants across conferences that these conferences accomplished their objectives. There was also unanimous agreement among participants that the presentations at the conferences met the participants' particular needs with respect to career education. Seventy-two participants (99%) indicated that the information presented in the conferences would influence their activities in the future.

When asked, "Would you have been here if you were not paid?" sixty four respondents (90%) indicated that they would have. Three respondents (4%) said they would not. Four respondents (6%) were undecided. Two participants did not respond. The major objections raised were in reference to the amount of time spent. Five participants that had responded "yes" indicated that they would participate only three to four hours without pay, but not one full day.

PRINCIPALS INTERVIEWS

Twenty-one telephone interviews were conducted with the principals of the target schools for the Career Education Project*. Seven questions were posed to the interviewees to ascertain their 1) satisfaction with the program, 2) school's level of participation, 3) perceptions of the successes and failures of the program and/or their school's career education project, 4) degree of satisfaction with the services rendered by the coordinators, and 5) future focus of career education at their level (elementary or secondary). The interview data is presented below.

Satisfaction With The Program

Nineteen of the twenty-one administrators interviewed (89%) indicated that they were satisfied with the program. The two administrators that expressed dissatisfaction were both secondary school principals. They indicated that 1) the Saturday workshops were poorly planned, (three Saturday workshops were held first semester - 9/30, 10/7, and 12/2 - and the culminating workshop was held on a Saturday), 2) more meaningful programs should be implemented at the elementary school level which would carry over into secondary, and 3) more time was needed for the program to "bear fruit".

Teacher Involvement

Most principals (84%) expressed satisfaction with the degree of teacher involvement at their site. According to the information received from them over 420 teachers were involved with the building facilitators in the implementation of career education.

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*Two of the designated target schools were not included - Langston Elementary School and Vashon High School. Langston School withdrew from the program shortly after classes resumed following the work stoppage. During the time the interviews were conducted, the principal of Vashon High School had been hospitalized.

Coordinator Services

Principals were asked if they received a sufficient amount of services from their coordinator. Over 84% indicated that they did.

Major Successes

The major program successes noted by the interviewees included:

- students displayed a renewed interest in the classroom after field trips,
- student exposure to the "world of work"; commitment and involvement of the staff; excellent culminating activities with Mr. Blaine,
- children enthused; teachers impressed; new and different things were taught,
- building facilitators were involved in conducting workshops (December 2, 1978),
- exposed children to occupational opportunities and dispelled sex discrimination in jobs,
- reinforced the career orientation in class deliveries,
- informative to children in terms of new opportunities,
- speakers were invited to assemblies biweekly; student reaction very positive,
- students were made aware of "what it takes to get a job",
- has given motivation to students and teachers,
- workshops provide forum for information exchange; program gives kids a glimpse of the real world,
- field trips emphasize career education; different locations add to diversity of education,
- facilitator concept enhanced and built upon the leadership skills of the staff; students in touch with industry,
- communication, motivation, idea exchange; facilitators involved in workshops (in leadership capacity on one occasion), facilitators involved parents in workshops, integration of career education into classroom curriculum.

Major Failures

When asked to indicate their perceptions of the program's major failures, ten administrators indicated that there were none that they could identify. Three administrators would not comment. The major failures given were:

- not enough community involvement; teachers were not as enthusiastic as they had previously been (in years prior),
- work stoppage altered plans,
- substitutes were prosmised but none were delivered,
- work stoppage caused problems,
- principals couldn't get involved,
- work stoppage affected program,
- other teachers wanted to be involved but didn't have time,
- should be a part of the regular curriculum.

Future Focus

Each administrator was asked what they belived the future career education focus should be at their level (elementary or secondary).

Secondary school administrator comments were:

- more integration and coordination in and among schools,
- more community involvement,
- it should not be allowed to function; good program only in theory; it should not be federally funded,
- devote more energy to career education.

Elementary school administrators suggested:

- the program should be continued,
- more community involvement should be incorporated,
- no changes; the program should continue as is,
- more field experiences and community involvement,
- begin the program in the earlier grades,
- stress job opportunities,
- more time should be devoted to it,
- continue and expand the program,
- more real world experiences should be provided,
- more outside (of school) experiences,
- the program should begin at the elementary level.

STUDENT ACTIVITIES

Activities were designed by the project staff for student participation also. Two such student activities were shadowing and career exploration. These experiences were provided to secondary school students only. Both activities provided students with direct on-site exposure to the world of work.

Shadowing

Shadowing is a form of career exploration which provides a one-on-one full day exposure to a specific career. This activity is designed for eleventh and twelfth grade students. Students observe on the job skills and activities by following (shadowing) a "worker(s) on his/their daily work".

The stated goals of this experience are:

1) To enhance the school's ability to motivate students in grades 10-12 to remain in school until they have the skills requisite to enter the job market or enroll in other post-secondary courses which would prepare them for a career;

2) To provide students with first hand information, through observation on the job, concerning the skills required to engage in a specific career;

3) To provide eleventh and twelfth grade students with opportunities to become aware of the linkage between school and the world of work.

Demographic and career interest information was gathered from secondary school students of the target schools. Form letters were prepared for parental permission, and career planners were distributed to all participants of this activity. Appendix I includes all relevant documents pertaining to the shadowing experience which were distributed to participants and their parents.

Twenty-nine students from the target high schools participated in this activity. They were placed as follows:

Shadowing Locations	Participating Students
Jewish Hospital School of Nursing	5
KMOX -TV (CBS)	1
KSLH Radio	1
Jeff-Vander-Lou Communications Center	5
Elbert Dorsey, Attorney	1
Riverfront Times Newspaper	2
Downtowner Newspaper	1
Lindburg Cadillac	1
3rd District Police Division	1
St. Louis Board of Education	
1517 South Theresa - (secretarial emphasis)	1
Lindell Hospital	2
Midwest Laboratories	1
St. Louis Board of Education	
911 Locust - Printing and Publication	1
Silver Image Photography	1
IBM	1
Zadie Ratliff-St. Louis Public School Photographer	1
Gardner Advertising	2
KTVI-TV (ABC)	1
	29

Career Exploration

This activity was designed for eleventh and twelfth grade students of the target high schools to provide direct exposure to:

1) specific public or private industries,
2) careers within those industries, and
3) the manner in which the basic skills relate to the job(s).

One such experience was afforded to five junior or senior students from each of the six target high schools. A counselor from each participating school was also invited to attend. The Nooter Corporation was the site of this career exploration experience on May 24, 1979.*

*The Nooter Corporation manufactures steel pipes and aerospace materials.

The day's activities included touring the plant, viewing a film, and conversing with representatives from various jobs. Thirty students attended, twenty-one completed the instrument (70%). Upon completion of the scheduled activities, each student was asked to complete a nine item evaluation of the session. Appendix J contains the student evaluation form. Six of the nine items were of a summative nature. The responses to those will be discussed here.

Thirteen participants (62%) reported that they were aware of the Nooter Corporation prior to the exploration session; 38% were not. There was unanimous agreement among the participants that the visit was worthwhile. Seventeen students (85% of the respondents) felt that the information presented was very useful; three students felt that the information was somewhat useful; one student did not respond.

Eighteen participants (86%) felt that the tour was very useful; three participants felt that it was somewhat useful. Ninety-five percent of the respondents (19 participants) reported that the employees of the Nooter Corporation with whom they came in contact were very helpful; one respondent felt they were somewhat helpful; and one student did not respond. Over half of the respondents (53%) indicated that their thoughts about jobs and/or their future career had changed as a result of the session.

The data support the conclusion that this career exploration experience was very beneficial to the student participants. Over one third of the students received direct exposure to an industry that they had not known

existed; all participants perceived the experience as valuable; all participants indicated that the information provided and the tour given were useful and the employees were helpful. This direct exposure altered career thoughts/concerns for a significant number of students.

The current career interests of the participants are listed below:

Career Interest	Number of Respondents
Welding	9
Drafting	1
Engineer	3
Architecture	1
Computer Technology	1
Industrial Engineer	1
Industrial Arts	1
Machine	1
Law/Politics	1
Aeromechanics	1
No Response	1
TOTAL	21

MINI - UNITS AND MONTHLY REPORTS

The project staff requested information from each participating school concerning the career education activities designed for the student population. This information was to be submitted by the building facilitator(s). Four mini units and a monthly report was requested from each. (See Appendices J and K.) Fifty-one mini units and sixty-two monthly reports were submitted.*

The mini units provided information on the classroom infusion activities conducted, the grade level(s) that participated, the subject area used, and the career education concept and vocabulary introduced. All lessons related to the basic skills and overlapped in the career education concepts. Presented below is a list of these concepts and the number of mini units containing each. These data were gleaned from the mini units submitted.

Career Education Concepts	Number of Lessons Reported
Self Awareness	8
Career Awareness	22
Career Exploration	13
Career Preparation	7
Decision-Making	1
Total submitted	51

Facilitators indicated that many classroom teachers introduced career education concepts and conducted career education lessons with their students, but several of the teachers did not write reports on them.

Monthly reports and mini units submitted to the project staff indicated that a number of world of work field trips were provided for students. These are listed below by site and grade level. Approximately 1800 students participated in these excursions.

WORLD OF WORK SITES	PARTICIPATING GRADE LEVELS
Lambert Airport	1st and 8th
Monsanto	4th, 5th, and 11th
Laclede's Landing	4th and 5th
Continental Bakery	8th
Purina Research Farm	1st (2 schools)
Jefferson Memorial Museum	1st
Shaw's Garden	1st, 4th, and 7th
St. Louis Zoo	1st, 4th, and 5th
Art Museum	Kg., 1st, 2nd, 3rd, 4th, 5th
Old Court House	5th and 6th
4th R Gallery	5th and 6th
Rombach's Pumpkin Farm	5th and 6th
Weather Bureau	7th
General Motors	7th (2 schools)
Colonial Bakery	5th, 6th, and 7th
Gateway Arch	Kg. and 5th
Powell Symphony Hall	2nd and 3rd
Washington, D.C.	8th
Grants Farm	Kg., 1st, 5th and 6th
Humane Society	3rd
Eckerts Farm	4th
Planetarium	8th
McDonnell Douglas	8th
Famous Barr	Kg.
Neiman-Marcus	Kg.
Anheuser-Busch	7th
LaSalle Redevelopment	7th
Metropolitan Sewer District	7th and 8th
St. Louis University	10th
Hoffman Architectural	11th
ITT Colonial Bakery	1st
Admiral	3rd
University of Missouri at Kansas City (UMKC) Medical School	11th and 12th
Western Electric Seminar	11th and 12th
Southwestern Bell Seminar	11th and 12th
St. Louis Zoo - Aquatic House	Kg.
Dental Health Theater	Kg.
"The Wiz"	1st
U.S. Coast Guard	8th
City Hall	7th and 8th
Juvenile Courts	8th
Municipal Courts	8th (2 schools)
Circuit Courts	10th

Career Days

> *"An annual career day serves as an avenue of supplementing the regular curriculum and of providing opportunities for students to explore new and challenging occupational fields."*

Career Days were planned and implemented at five schools and a Career Week was implemented at one school. Generally these activities were designed for total school participation although some schools limited participation to students in the upper grades. Leadership for these activities was provided by the building facilitator(s). The project staff assumed a consultant role. Schools which hosted Career Days include:

1) Beaumont High School,
2) Northwest High School,
3) Vashon High School,
4) Ashland School, and
5) Woerner School.

Hempstead School reported hosting a Career Week.

PROGRAM COMMUNICATION

The Career Education project staff proposed that program communication would be such that the school system and the community would be reached through a variety of methods including:

1) local newspapers,
2) radio,
3) television,
4) "School and Home" the city wide publication, and
5) Career Education Newsletters.

The program was communicated to the public through all media forms proposed with the exception of television.

Local Newspapers and School and Home

Articles submitted to and/or published in local newspapers can be found in Appendix L. Four articles were published in the publications listed below.

1) School and Home (2),
2) Downtowner Magazine (1), and
3) Globe Democrat (1).

Radio

Guest appearances by project staff members were made on the Open Line program of KSLH (91.5), the school system's radio station.

Career Education Newsletters

Two newsletters were published by the Career Education staff in December 1978 and April 1979. (See Appendix M.)

Career Education Presentations

Presentations were made to various Parent Teacher Association meetings and Parent Advisory Council meetings on the concepts and purposes of the Career Education Project. These presentations were made by project coordinators at Grant Elementary School, Northwest-Soldan District meeting and Beaumont-Sumner District meeting.

OUTREACH ACTIVITIES

The project staff participated in a variety of activities designed to develop their personal professional skills and to share their expertise with others. The project staff participated in the following professional development activities, seminars, and workshops throughout the year:

- Career Development: An Outreach Approach Conference,
- Fifth Annual Metro Allied Health, Medical, Dental and Nursing Career Conference for Minority and/or Disadvantaged High School Students,
- St. Louis Minority Day Business Conference,
- National Community Education Workshop,
- Resource for Community Schools Celebration Workshop,
- Urban League Education Committee,
- Comprehensive Energy Program - Union Electric,
- Citizens Education Clearinghouse (CECH) Advisory Committee,
- Career Education Director's Conference - Washington, D.C.,
- Proposal Development and Writing Workshop - Sponsored by the University of Missouri,
- Career Education for Exceptional Individuals Conference,
- Evaluating Career Education - Chicago, Illinois,
- Career Education and Volunteer Workers Conference - Boston, Massachusetts,
- Career Education State Advisory Council Meetings,
- Curriculum development and writing for the Missouri State Advisory Council,
- Human Rights Commission,
- St. Louis Community Schools Advisory Council,
- Luncheon presentation of LeMoyne-Owen College Co-op Program,
- Workshop presentations (2) for Missouri State Advisory Council,
- Instructor of a Career Education class at Harris-Stowe Teachers College (1978-1979).

Career Education staff members made on-site visitations to examine career education projects and/or business involvement with educational systems in other urban cities. Those were:

1) Industry-Education Council of California in San Francisco,

2) Career Development Centers and Chicago United-Chicago, Illinois (See Appendix N for the report.)

3) IBM Career Training Program - Minneapolis, Minnesota,

4) Adopt-A-School Program. Baltimore Public Schools, Baltimore, Maryland, and

5) Career Prep Program - Minneapolis, Minnesota.

CAREER EDUCATION ADVISORY COUNCIL

The Career Education Advisory Council was made up of 40 members of the business - labor community. A list of Advisory Council members and their affiliate organizations is located in Appendix O. The Council was established to work with the project staff in the utilization of career education resources for the benefit of St. Louis Public School students. Among the resources provided were speakers, lecturers, visitation sites, service opportunities and shadowing models.

A variety of speakers and lecturers were provided to target schools. Visitation sites included St. Mary's Health Center and the Nooter Corporation. St. Mary's Health Center also provided service and volunteer activities to public school students. Shadowing experiences were provided for 29 students in 18 different institutions. (See page 39.)

These activities and opportunities were important to the success of the program because they were the vehicles by which students received direct "world of work" exposure. However, the major contribution of the Advisory Council this year was the collective expertise contributed to ensure the survival of the project. Council members worked diligently for weeks with the project staff to develop a proposal for funding. Some businesses volunteered limited funding (on a "matched" basis) to ensure that the program would function during the 1979-1980 academic year.

CONCLUSIONS AND RECOMMENDATIONS

CAREER EDUCATION

Career Education underwent a particularly hectic year in 1978-1979. Despite the interruptions in services caused by the teachers' strike, reorganization and the extended illness of one of the coordinators, it was a very fruitful year for the program.

It is ironic that in may respects this program saw its best times when it was not being implemented according to its cluster ("multiplier") method. This calls for some explanation. The multiplier method is based on a hierarchical concept. Career Education is headed by a director. The director has three coordinators. Each coordinator has some number (8-15) of building level facilitators. Each facilitator in turn works with a number of teachers who have the responsibility for impacting the students. In theory, this represents the paths by which information and training are disseminated. It is an efficient system in which each person has a manageable number of people under him or her with whom intensive contact can be maintained.

An alternative model for dissemination is to bring all participants into direct contact with the world of work and careers. Its advantage is direct contact; its disadvantage is a smaller number of beneficiaries.

Over the course of this year, Career Education gradually moved toward the direct contact model. There were good reasons for this. During the first semester traditional in-service sessions were held for principals, facilitators and teachers. Based on questionnaire information these sessions got mixed reviews from the participants. For better or worse, attitudes

also spread by the multiplier method. When attitudes were good it portended a successful program at the school level. When they were not, however, it was inevitable that a good program at that particular school was unlikely.

During the second semester there was more emphasis on contact with the world of careers and less on training dissemination through the hierarchy. Evaluation questionnaires indicated more popularity for this type of activity and led to an overall transition away from the information dissemination model to more direct contact activities.

Career education has now come to a crossroads in St. Louis. We can take either of three routes:

1. We can continue the same program that has characterized career education for the past five years.
2. We can build upon the most successful aspects of our previous programs, emphasizing more direct contact and cooperation with the business community.
3. We can eliminate the program entirely.

Elimination of the program would be shortsighted. Over the course of this year we have not only examined the activities of our own program but looked at the successes of and talked with representatives of other programs in the country. Chicago, the San Francisco Bay area, Kansas City, and many other large cities have excellent programs that are considered an important part of the school curriculum. They have not only done a great deal for children directly - - by preparing them for careers and career decisions - - but have been instrumental in creating viable business-school partnership programs whose benefits spilled over into many

facets of the school system.

Given that we are to have a program in career education, how should it be constituted and funded? First, we must consider the potential sources of external funding. Our relations with the business community have been enhanced during this last year. The Career Education Advisory Council took on an increasingly prominent role in planning. Many businesses that were involved in direct contact programs felt that they had gained from the exposure and were also rewarded by the obvious enthusiasm of the local participants. The result has been that a number of local businesses have expressed a willingness to support a career education program in terms of not only their cooperation with direct contact programs, but financially.

Government financing of career education under Public Law 95-207 will be available in 1979-1980 but the conditions under which these grants are to be awarded in Missouri show an increasing reluctance on the part of the State to fund soft-money-only programs that lack local support. The guidelines for funding in 1979-1980, for instance, indicate that no more than 15% of the directorship be funded from 95-207 monies.

Despite the obvious strides made in career education this year it thus appears that some local support will be necessary to sustain a program in the future. The time to decide is now with internal and external momentum (from the school and business community) on our side.

During the 1978-1979 school year we were asked by Planning and Program Development to look into Career Education's past and to project potential courses for its future. In exploring these courses we found a number of functions that could be incorporated into a Career Education Program. These might include:

1. A business-school bureau serving as a clearinghouse and repository of information on potential field trips for school classes, proper preparation and follow-up activities for such trips and speakers available to school classes. A resource center serving as a clearinghouse and repository of information for St. Louis Public School personnel, parents and the community-at-large. Services would include information on potential field trips and classroom resource speakers, pamphelts and written materials on area community resources, audio-visual and written career materials for loan to school and home, and updating the Community Learning Resource Guide (Published in 1976).

2. Establishment of shadowing programs for secondary students who have specific career interests. These programs would arrange for students to spend a full day with a worker in the particular job setting.

3. An apprenticeship program in which students receive credit for on-the-job training in an approved local business. An apprenticeship program for educators is being explored for summer, 1980.

4. World of work trips in which students (and teachers) visit local businesses to get a first hand awareness of the academic and other requirements for entry level positions. These programs were highly popular and successful in 1978-1979.

5. To explore the feasibility of a concentrated computerized career guidance program (such as IBM's Discover) for use in the St. Louis Public Schools.

6. A materials sharing center in which local businesses recycle excess by-products and raw-materials through the schools. (Vocational industrial arts, and art classes are typically strong beneficiaries, however, materials available through this center could be useful to the parenting programs currently being organized through our system.)

This list is by no means exhaustive; it only indicates the potential benefits of career education componets that a) have been successfully carried out either in St. Louis or other large cities and b) spend more money for the benefit of children and less on administration and in-service money for teachers.

Although internal evaluation of this program was first initiated this year, our informal and formal discussions with teachers and principals lead us to believe that this program has not had the impact on students that it could have had. This is not so much an evaluation based on the degree to which the program has met its self-established goals as a feeling that 1) the program has placed too much emphasis on the elementary school and 2) that multiplier methods tend to place too many people between the "program" and our students.

We also frankly feel that the lack of Board support has inhibited the development of career education. The Board, with some justification, appears to have been waiting for a documented "winner" before committing local funds to career education. The business community, however, seems to view this as a lack of support for the concept which in turn makes them wary about committing their own time and money to our programs.

APPENDIX A

1978-1979 Career Education Facilitators

APPENDIX A

CAREER EDUCATION FACILITATORS - 1978-1979

Academy of Math and Science	Georgia Christian Kathleen Huelsing Julianne Poe Harvey Washington
Madison School	Joyce Washington James Passer
Waring School	Marion Riddick Laura Scales
Beaumont High School	Diane Coombs Jackie Torry Michael Starko Kamala Ayoub
Langston School	Peggy Chambers Fayetta Farrell
Riddick School	Carol Lewis Magalyn Sharpe
Ashland School	Holly Schoenbacker Charlene Mayberry
Vashon High School	Nancy Champion Michelle Grant Robert Martin John A. Taylor
Columbia School	Alma Reece Sherry Harrell
Dunbar School	Artemese Bass Donna Lawton
Lowell School	Doris Benning Jackie Morris
Southwest High School	Marion Hilfrink Terry Gooch Doris Lancaster
Lindenwood School	Dawn Nichols Robbie Price

CAREER EDUCATION FACILITATOR'S - 1978-1979
(continued)

Longfellow School	Anthony Delia Karla Roberts
Woerner School	Helen Sandretto Andrew Latchison
McKinley High School	Janet Knobbe Barbara Harris Mary Pluckett Robert Howell
Grant School	William Busch Lillian Scott
Peabody School	Carole Shelton Sandra Taylor
Sigel School	Jane Shaw Carol Battle
Northwest High School	Pauline Washington Mary Kendall Betty Papendick
Hamilton School	Harriet St. James Louise Frazier
Hempstead School	Gerald Robbins Connie Kock
Herzog School	Ora Byrd Louise McElroy

APPENDIX B

Form A Opinionnaire Instrument

APPENDIX B

FACILITATOR'S CAREER EDUCATION WORKSHOP
Washington University
October 7, 1978 8:30 A.M. - 1:30 P.M.

ame:_____

y teaching experience has been _____(Subject(s) or rade(s) taught)

Today, I learned_____

_____

_____

I did not know_____

_____

_____

Now I realize _____

_____

_____

I feel _____

_____

_____

I intend to _____

_____

_____

I appreciate _____

_____

_____

Other Comments: _____

_____

_____

APPENDIX C

Form B Participant Evaluation

Name_____
School_____
Grade or Department_____

WORKSHOP FEEDBACK FORM

1. How well did you understand in advance the purpose of the workshop?
___extremely well ___well ___average ___poorly ___not at all
Comments:

2. How well do you feel this presentation accomplished its objectives?
___extremely well ___well ___average ___poorly ___not at all
Comments:

3. How well did the presentation meet your particular needs with respect to career education?
___extremely well ___well ___average ___poorly ___not at all
Comments:

4. To what extent will this presentation influence your activities in the future?
___a great deal ___a fair degree ___some ___little ___none
Comments:

5. What aspect of the presentation did you find MOST interesting or helpful?

6. What aspect of the presentation did you find LEAST interesting or helpful?

7. What suggestions can you offer for improving future presentations?

APPENDIX D

Administrators' Workshop Invitation

Up and Away

Attached is a copy of the invitation sent to the administrators of our target schools for the 1978-79 school year.

We are expecting you to join us for the Workshop that day. We feel that while the support of our administrators is vital to the sucess of the educational program for our students, it is also imperative that our Board Members be actively involved. Because Career Education addresses itself to developing the total child, it is our intention to involve everyone connected with St. Louis Public Schools in helping us to implement our program. Because you care as much as we do about preparing our students for success in their future lifestyles, we know you won't let us down.

We are counting on you to not only participate in this inservice session but to (1) observe classroom implementation throughout the year, (2) share in our world of work trips and (3) communicate your expertise about your choosen career to students teachers and parents.

The workshop will be held at:
Emerson Electric
8100 West Florissant
Saturday September 30, 1978
8:30 A.M. until 3:00 P.M.

Please notify the Career Education Office by September 14 if you will/will not be able to attend.
865-4550- ext. 59

Looking forward to an exciting day.

Career Education Staff

With Career Education

APPENDIX E

Principals' Opinionnaire Responses

APPENDIX E

Principals Responses

Following the September 30, 1978 Workshop

At the close of the workshop session participants were asked to respond to selected open-ended statements (Form A instrument). Each of the open-ended statements analyzed will be presented along with the participants' responses and the workshop objective number to which each response relates. The summary was presented in the text.

STATEMENT: "Now I realize..."

Responses

- a need for such a program in our public schools
- that there is a tremendous task to be done in making teachers, as well as students, aware of the importance of Career Education.
- the importance for the continuity of what was begun in elementary school
- how important Career Education is
- the importance of changing stereotyping in job classification
- to a greater extent, the value of the program
- that in order to help students develop into well-rounded, productive citizens, it takes all the school personnel working together.
- how important it will be to select good facilitators
- that Career Education involves all staff members
- it should be easier for teachers to implement career education
- my role in promoting and developing a sound Career Education program

Responses

STATEMENT: "Now I realize..." (continued)

- that Career Education is more than mere referral of jobs
- teachers are doing career education sometimes without realizing
- the importance that companies, especially Emerson Electric, holds to Career Education

STATEMENT: "I feel..."

- this type of program should continue in our schools. It should become an integral part of our curriculum
- the success of career education depends a great deal on the total commitment of a school staff
- very confident that Beaumont High School will become more involved in Career Education
- that career education has much to offer in helping our program to become more successful
- good about being involved
- career education can be a most effective way for students to learn/achieve
- this program will do a great deal to help make school more meaningful, to children
- that Career Education is highly necessary for today's world of changing needs and changing occupations to fit those needs
- more confident about encouraging the teachers I work with to incorporate career education into their daily lessons
- confident (that) our program will be very successful.
- secure in the fact that I can relate my experiences here with others

Responses

STATEMENT: "I feel..." (continued)

C	- that todays' experience has been very worthwhile
C	- better concerning implementation of career education
C	- that today has been a day well spent - rushed to comply with the mandates and requests of the staff for implementation
C	- Career Education is easy to place in basic education programs
D	- that teachers should be exposed to this setting

STATEMENT: "I intend to..."

A	- further infuse the career education concept in the school and classrooms - do more
A	- implement these types of activities continuously...and to encourage teachers and parents to do the same
A	- be more enthusiastic about the Career Education program in our school
A	- assist in every way possible to further the Career Education concept
A	- help teachers achieve that teaching strategy (infusion).
A	- attempt to sell the philosophy to others who can assist in implementation
A	- develop a sound proactive mode of introduction of the career education concepts into our curricula
B	- monitor classrooms and help teachers realize that they are teaching career education and importance in the educational structure
B	- service as a leader for Beaumont in this endeavor

Responses

STATEMENT: "I intend to..." (continued)

- work with staff to find strategies to use career education as a means to improve student attendance and behavior.

- work closely with the teachers of Lindenwood School to make this program a success.

- do all that I possibly can, as a school administrator, to impress upon the staff the importance and necessity of career education and assist as much as I can in its implementation.

- plan and implement career education at my site.

- cooperate and participate with faculty and students.

- implement Career Education into my total school program.
- support Career Education as much as possible.

- to implement a very flexible program with staff-students-community resources.

APPENDIX F

Facilitators' Opinionnaire Responses

APPENDIX F

Facilitators Responses

After October 7, 1978 Workshop

Responses

STATEMENT: "Now I realize..."

- what I can do in my classes to help.
- the more one participates the more he/she learns.
- that self awareness is a part of career awareness.
- that there is a distinct difference between emphasis on awareness and exploration as far as grade levels are concerned.
- the availability of career education information, staff, and resources.
- the importance of building on a variety of careers.
- the need for career education.
- that career education is one phase of science that has been included in my yearly series of informal sessions.
- what "shadowing" is and how it's carried out.
- what is expected of me as a facilitator.
- some activities that will fit in the courses I teach.
- I can incorporate career education into my everyday teaching plans.
- all of its implications.
- how much there is to change.
- that career education can easily be correlated with all subject areas.

Responses

STATEMENT: "Now I realize..." (continued)

- career activities can be developing in all areas... the whole day of a child's life; it just needs coordinating/nourishing.
- that I've been teaching career education all the time.
- that many careeres are clustered together.
- the importance of emphasizing career education in all classes.
- how crucial it is to instill career awareness throughout our program.
- more that we at Woerner are going to try to be more career education conscious.
- how important career education is to the whole educational process.
- that career education is very important on all levels, even primary.
- how important it is to continually incorporate and correlate career education in all areas and fields.
- everyone must work together to be successful in implementing the program.
- that there is a desperate need for career education, with emphasis on the need that special students have for directed, planned career education.
- that my urban studies can do a very relative and meaningful job in studying careers.
- that career education is a vital facet of each child's education.
- career education is a must to carry on in life - to be successful.
- the level of involvement in career education within the city schools and how I can begin to get Southwest involved this year.

Responses

STATEMENT: "Now I realize..." (continued)

- that I can improve my students desire to learn and to look for more active roles.
- utilizing a program such as this can prepare children more successfully for the world of work.
- that students on all levels must be cognizant of the work world they are to enter.
- career education is as important as any other subject matter.
- our entire staff... will come together and share in correlating career education with their subject matter.
- what the primary teachers can do to help children begin a career orientated program.
- group contribution to certain activities is more productive than individual effort. But some creativity is better left to individuals.
- that career education calls for refocusing the curriculum, rather than adding new curricula.

STATEMENT: "I feel..."

- this program is a good one.
- strongly commited to career education now.
- this can be accomplished.
- that a continuation of the career education program is important to the workers of tomorrow.
- very strongly that career education is a very important part of the education of our students.
- good and enthusiastic about the task.
- excited, hopeful, and ready to start.
- a sense of responsibility to the teachers in my department, as well as to Northwest (high school) as a whole.

Responses

STATEMENT: "I feel..." (continued)

- splendid opportunities for human development are inherent in the program.
- really good about the opportunity to be involved in career education. (It) is one of the most important areas that we can help students with.
- better about myself and more enthusiastic about teaching.
- confident to go back and approach the other teachers on this subject.
- quite enthusiastic. I'm hoping that Karen Johnson and I can inspire all the faculty.
- more at ease with the career education program.
- very positive about working with Career Education this year as a facilitator in my school.
- rather secure in emphasizing career education in my classes.
- (ready) to inspire others to teach toward job acquaintance.
- very good about career education
- that my job is going to be very exciting and that I've been revitalized as far as getting back into implementing career education in my classroom.
- this can be done.
- good about the experience today.
- lost as to where and how to begin the program at my school; particularly, how to interest my fellow teachers.
- that the program can really work if more money is put into (it).
- good about career development.

Responses

STATEMENT: "I Feel..." (continued)

- enthusiastic about the future of career education in the St. Louis Public Schools.
- the organizer of this career education program did an excellent job of clarifying many career education concepts.
- that this workshop was truly a success and definitely useful.
- that I have always taught career education but there was just no title placed on it.
- today's workshop stimulated me to do more reading in the area of career education.
- that this experience (becomes) more enhancing with each encounter.
- that my attitude about career education has been enhanced.
- the program is very vital for this generation of young people who plan to enter into the world of work.
- career education needs to be expressed daily in all classrooms.
- these trips should continue and expand to perhaps a "class" per school may have an in-depth experience sponsored by the Career Education Department.
- career education is very essential in our classrooms to help the students understand why the subject matter is important.
- we must teach and practice the "ethics of work" to our students so they will be prepared to go out to the world of work.
- that my past education was not complete due to the lack of career education, and that by helping my students become aware, I will be made more aware of the interaction of careers.
- that self awareness helps the child realize the importance of each individual and the work he contributes to our society.

Responses

STATEMENT: "I feel..." (continued)

- that this program, if fully used, can help students become more aware of self and jobs.
- ...that preparing children for the real work-a-day world is important.

STATEMENT: "I intend to..."

- do more in this field to promote... utilization amont the teachers at Dunbar or elsewhere.
- communicate my enthusiasm to the teachers at the Herzog Branch.
- be aware of these opportunities and to promote and to encourage the seeds of career awareness and some actualizing.
- implement career opportunity consciousness.
- put forth as much energy as possible into this endeavor.
- do all I can.
- begin Monday to influence them.
- become more active in making my students aware of (the) numerous jobs available today.
- be in contact with this activity.
- do the very best that I can to help implement this program.
- make plans for not only correlating career education but for a career day at my school.
- implement this program wherever possible.
- become more involved so that I can become one of the Career persons and get a job in that capacity.
- use our community resources in furthering the program.

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Responses

STATEMENT: "I intend to..." (continued)

- try to correlate career education more in my daily program.
- implement career education in my classes.
- utilize the "goodies" of this workshop in my classes and disseminate knowledge and skills to (the) social studies department.
- incorporate (and) correlate this; in general, make young children appreciate the need (for) career awareness through math.
- inspire the teachers in my building to realize the focus of career education in subjects and activities.
- make my students more aware of jobs and job opportunities.
- continue...using career education (concepts) in my classes.
- utilize as much as I can to help students to be aware of the world of work.
- find a way to introduce students to new jobs.
- help my students become more aware of the world of work that they live in.
- have a monthly bulletin board devoted to careers.
- use ideas (from) the folder in my teaching. I hope to correlate the different subject areas with career education.
- go back to my school and try to infuse career education in my regular program...
- use more career ideas in my classroom.
- try to do my best to implement career education in my room and throughout the school.
- use much of the information and materials I got today in my classroom.

Responses

STATEMENT: "I intend to..." (continued)

- make more effective use of situations to give career education input.
- follow (up) in class activities.
- talk with all the teachers in my department in the next few weeks.
- try to get the teachers' cooperation in making this work.
- inform the teachers at my building and involve them in career education.
- spread the "good news" to myco-workers.
- enlighten and encourage my fellow workers to give more attention to this most important area.
- carry the ideas back to school.
- continue to do the best I know how to do.
- bring out some of the ideas and the enthusiasm to other fellow teachers in my school.
- spread the word.

APPENDIX G

Teachers' and Facilitators' Workshop Agenda

APPENDIX G

SAINT LOUIS PUBLIC SCHOOLS

CAREER EDUCATION PROJECT

DIVISION OF CURRICULUM SERVICES
1517 SOUTH THERESA AVENUE
ST. LOUIS, MISSOURI 63104
AREA CODE 314 865-4550

Wednesday, May 23, 1979

AGENDA FOR CAREER EDUCATION WORKSHOP

ON

COMMUNITY RESOURCES

This workshp has been designed to give you an opportunity to be exposed to a variety of community resource people. The Career Education program has addressed itself this year to "personalizing the basics." We firmly believe that the basic skills become more alive and important if given emphasis on how they will be needed in whatever direction one's life takes. By utilizing community resource people in your classroom you give students an opportunity to explore how basic skills are used in all careers.

4:00-4:15	Registration in front hall of Harris-Stowe College			
4:15-4:25	Opening remarks in auditorium			
4:30-4:50	1st Session			
	BLUE	= AUDITORIUM	PINK	= ROOM 104
	YELLOW	= ROOM 205	GREEN	= ROOM 220
4:55-5:20	2nd Session			
	BLUE	= ROOM 104	PINK	= ROOM 205
	YELLOW	= ROOM 220	GREEN	= AUDITORIUM
5:25-5:50	3rd Session			
	BLUE	= ROOM 205	PINK	= ROOM 220
	YELLOW	= AUDITORIUM	GREEN	= ROOM 104
5:55-6:25	4th Session			
	BLUE	= ROOM 220	PINK	= AUDITORIUM
	YELLOW	= ROOM 104	GREEN	= ROOM 205

Please complete and turn in your evaluation sheets in your last session. Your evaluation sheet will be considered your signing out.

OUR GUESTS TODAY ARE:

Auditorium
Tony Bono
Owner, Caleco's Restaurants
2035 Quiet Stream
Maryland Heights, MO 63043

Room 205
Archie Blaine
Cornelia Tandy
City Personnel Office
1320 Market Street
Room 201
St. Louis, MO 63103

Room 104
Art Asadorian
Paramedic
2119 Grand
Granite City, IL 62040

Room 220
Mary Margaret Richardson
Food and Drug Administration
1114 Market Street
Room 755
St. Louis, MO 63101

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APPENDIX H

1978-1979 Amended School Calendar

APPENDIX N

REVISED 4/12/79

ATTENDANCE AND ENROLLMENT CALENDAR -- 1978-1979

SEPTEMBER

S	M	T	W	TH	F	S
					1	2
3	[4]	[5]	[6]	7*	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

1	2	3	4	5	6	7
8	[9]	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

			1	2	3	4
5	6	7	8	9	[10]	11
12	13	14	15	[16]	[17]	18
19	20	21	22	[23]	[24]	25
26	27	28	29	30		

DECEMBER

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	[25]	[26]	[27]	[28]	[29]	30
31						

JANUARY

	[1]	[2]	3	4	5	6
7	8	9	10	11	12	13
14	[15]	16	17	[18]	[19]	20
21	[22]	[23]	[24]	[25]	[26]	27
28	[29]	[30]	[31]			

January 17 - End of First Semester

	1st Sem.	2nd Sem.	Annual
Grades 1-8	82	92	174
A.M. Kg.:	82	92	174
P.M. Kg.:	82	92	174

[ ] Cannot be counted as days of enrollment or attendance

( ) Count as half-day enrollment and attendance

FEBRUARY

S	M	T	W	TH	F	S
				[1]	[2]	3
4	[5]	[6]	[7]	[8]	[9]	10
11	[12]	[13]	[14]	[15]	[16]	17
18	[19]	[20]	[21]	[22]	[23]	24
25	[26]	[27]	[28]			

MARCH

				[1]	[2]	3
4	[5]	[6]	[7]	[8]	[9]	10
11	[12]	[13]	14	15	16	17
18	[19]	20	21	22	23	24**
25	26	27	28	29	30	31**

APRIL

1	2	3	4	5	6	7**
8	9	10	11	12	13	[14]
15	16	17	18	19	20	21**
22	23	24	25	26	27	28**
29	30					

MAY

		1	2	3	4	5**
6	7	8	9	10	11	12**
13	14	15	16	17	18	19**
20	21	22	23	24	25	[26]
27	[28]	29	30	31		

JUNE

					1	2**
3	4	5	6	7	8	9**
10	11	12	13	14	15	[16]
17	18	19	20	21	22	23**
24	25	26	27	28	29	30**

JULY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July 3 - End of Second Semester

*Classes begin

**Saturdays used as class days.

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CALENDAR--1978-1979 SCHOOL YEAR

Monday, August 28	Enrollment Center Opens (O'Fallon)
Thursday-Friday, August 31, September 1	Orientation for New Teachers
Monday, September 4	Labor Day - Holiday
Tuesday, Wednesday, September 5-6	In-Service Programs
Thursday, September 7	Classes begin; Classes all day
Monday, October 9	In-Service Programs
Friday, November 10	Veterans Day - Holiday
Thursday, November 16	Parent-Teacher Conferences, 1:30-8:00 p.m.; no classes
Thursday-Friday, November 23-24	Thanksgiving Holidays
Monday, December 25 through Monday, January 1	Winter Break
Tuesday, January 2	Snow Day
Monday, January 15	Martin Luther King's Birthday - Holiday
Monday, February 19	Washington's Birthday
Wednesday, February 28	In-Service Programs
Tuesday, March 13	In-Service Programs
Monday, May 28	Memorial Day - Holiday
Tuesday, July 3	School Year Ends

PROVISIONS

A. For each day or part of a day that school is dismissed by the Superintendent of Schools for inclement weather or other approved reasons, additional days will be scheduled in the following order.

1. To the degree possible, extend the school day one-half (.5) hour daily for 12 days to make-up each class day to be rescheduled.

2. Schedule classes (student attendance days) during the period Monday, April 9, 1979 through Friday, April 13, 1979. (Scheduled Spring Vacation).

3. Schedule classes (student attendance days) on Saturdays as required.

4. Extend the school year to provide the minimum number of class (student attendance) days (174) and/or scheduled days (180) as required by the state.

B. If for any reason the minimum scheduled 180 days required by the state are not recognized by the state, the Superintendent of Schools reserves the right to amend the calendar to meet the minimum requirements of the state.

	Class Days	Recognized Holidays	Other Holidays	Recognized In-Service	Not Recognized In-Service Record Keeping, Parent Conference	Total
Sept.	17	-	1	2	-	20
Oct.	21	-	-	1	-	22
Nov.	18	1	2	-	1	22
Dec.	16	1	4	-	-	21
Jan.	10	-	2	-	-	12
Feb.	0	1	-	1	-	2
Mar.	16*	-	-	1	-	17
Apr.	24	-	-	-	-	24
May	25	-	1	-	-	26
June	25	-	-	-	-	25
July	2	-	-	-	-	2
Total	174	3	10	5	1	193

IN-SERVICE (Recognized)	September 5-6, October 9, February 28, March 13
PARENT CONFERENCE	November 16
HOLIDAYS (Recognized)	November 23, December 25, February 19
HOLIDAYS (Not Recognized)	September 4, November 10, November 24, December 26-29, January 1, January 15, May 28.

Note: *During the period March 19 thru March 31, including Saturday, March 24 and Saturday, March 31 - Twelve (12) days - the school day is extended by .5 hour to make up snow day of January 2, 1979.

During the months of April, May and June, every Saturday except Saturday, April 14, Saturday, May 26, and Saturday, June 16 will be utilized as student attendance days.

APPENDIX I

Documents Disseminated to Parents and Students

Concerning the Shadowing Experience

SHADOWING

Goals

1. To enhance the schools ability to motivate students in grades 10-12 to remain in school until they have the skills requisite to enter the job market or enroll in other post-secondary courses which would prepare them for a career.

2. To provide students with first hand information, through observation on the job, concerning the skills required to engage in a specific career.

3. To provide eleventh and twelfth grade students with opportunities to become aware of the linkage bewteen school and the world of work.

Objectives

1. Students will be motivated to explore various career opportunities by following a worker(s) on his/their daily work.

2. Students will develop attitudes of responsibility toward their school work as preparation for work experiences.

Method of Operation

1. Work sites will be chosen by companies/industries and opened up for eleventh and twelfth grade students to visit. A student will be assigned to a specific worker(s) and will accompany him on his job for a day observing the kinds of skills needed to fulfill the requirements of the job.

2. Students will be encouraged to visit several sites in the career cluster in which they have an interest.

3. Follow-up evaluation will be done by the student after the shadowing expereience.

-CAREER EDUCATION SURVEY FORM-

To the student:

In order to help you this year in exploring careers that you may be interested in, in learning more about yourself, in developing decision-making and job seeking skills and in finding out how studying the basic subjects such as English and math can help you in the future, we need some information. Please complete this form carefully and give thought to your answers.

Name_____

Date_____

Advisory_____ Grade_____

What hobbies or interests do you have?

_____ _____

_____ _____

_____ _____

What abilities do you think you have?

1._____

2._____

3._____

4._____

5._____

Check the conditions that you think would be important to you in a job:

___ doing interesting work
___ working with people you like
___ working with numbers
___ earning lots of money
___ working with ideas
___ working with things
___ working with people
___ working outside
___ working inside
___ becoming famous
___ making important decisions
___ using a special skill
___ being honest
___ having a chance to advance
___ having convenient hours
___ living in St. Louis
___ being creative
___ using your hands
___ doing routine work
___ working for yourself
___ working in a large company
___ being a leader
___ doing work that is easy
___ working slowly
___ working with deadlines
___ wearing a uniform
___ having free time
___ performing for people
___ doing a variety of things on the job
___ being told what to do
___ working alone
___ living in another city

What school subjects interest you most?

1._____ 2._____

3._____ 4._____

At this point in your life, what do you see as your future goals?_____

_____

_____

_____

What areas would you like help in--either in knowing yourself better or in career plans?_____

_____

If you had a chance to explore several careers in depth, what would they be:

1._____ 2._____ 3._____

Dear _____,

Our school is very actively involved this year in the Career Education Program for the St. Louis Public Schools. An integral part of Career Education is providing for students to observe and participate(when possible) in an on-the-site work experience. This is commonly referred to as "shadowing". Students indicate their career interests and are given one opportunity to explore a job in-depth. We're sure you will agree that students today are often unaware of the numerous career options open to them. A young man, for example, may want to be an electrician, yet, know very little about the conditions of the job, the pay scale, the schooling or apprentice training involved or even the long-range demand for the job.

Your child will have the opportunity to spend one day exploring a career of his or her choice. He or she will be away from school without school supervision. Their experiences must be shared with the class when they return and an extensive survey form completed that will be submitted to the teacher.

If you give your approval, would you please complete the form below and return it to school as soon as possible. Please be aware that on the day your child spends observing on the job, your assistance is needed in seeing that he or she gets to and from the worksite. No yellow bus service transportation will be provided.

If you have any questions, please feel free to call me at school.I will notify you as to where your child will be going and when.

Sincerely,

_____ _____

Principal Instructor

- - - -

JHNNY CAREERS SAYS:

INTELLIGENT CHOICES ARE THE RESULT OF STUDYING AND PLANNING

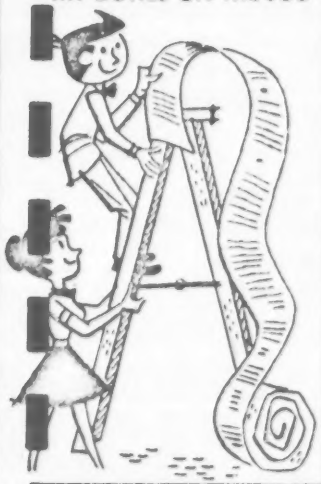
MY CAREER PLANNER

My Name .....

My Grade in School ..... Date .....

This Career Study Is on

MY DUTIES ON THE JOB



In this job my most common tasks would be (use active verbs and short phrases):

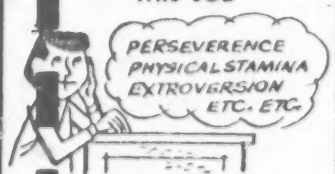
I may also need to do (other tasks related or unrelated to the main tasks):

WORKING CONDITIONS

Physical surroundings (noisy or quiet; indoors or outdoors; hot or cold; air conditioned, etc.):

Working conditions (steady, loss of time because of weather, seasonal, dangers, standing or sitting on job, odd hours, tiring, heavy or light lifting, etc.)

PERSONAL QUALITIES I WOULD NEED FOR THIS JOB



Mental abilities and aptitudes needed (how much scholastic ability, mathematical, clerical, verbal, science, or mechanical aptitude, etc.)

Physical requirements (active or sitting job; strength; height, weight, etc.):

Interest requirements (in machines, ideas, people, outdoors, etc.):

EDUCATION AND/OR TRAINING REQUIRED

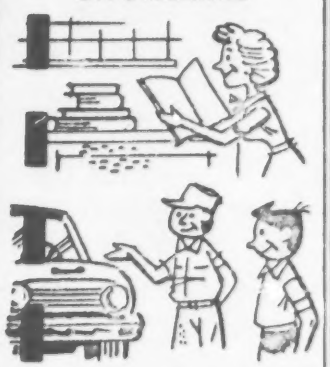
Usual type of education—encircle one (business school — technical school — junior college — senior college — apprenticeship — special school)

Years of education after high school—encircle one (1 - 2 - 3 - 4 - 5 - 6 - 7).

Experience background required:

Other, less desirable, but acceptable ways of acquiring skills and/or knowledge:

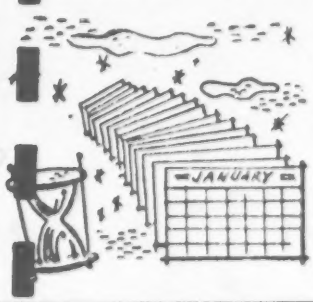
EDUCATIONAL OR TRAINING OPPORTUNITIES



Names and addresses of schools	course length	yearly cost

Local employers having on-the-job training programs (if required for this job):

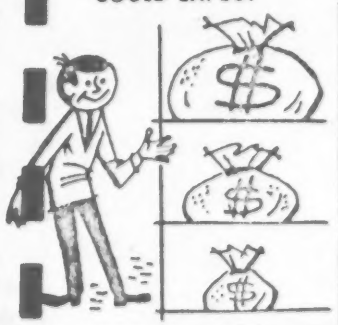
FUTURE OUTLOOK



Job outlook in next 10 years:

Long term outlook (beyond 10 years):

EARNINGS I COULD EXPECT



Median earnings (lowest earnings of 50% of all workers) ..... to ..... (per hour, year, month). Lowest earnings reported .....; highest reported .....

Local earnings .....

If an apprenticeship, earnings of beginners .....

How would I be paid for overtime (time off — 1½ time; .....)

Fringe benefits—encircle (vacation with pay; overtime pay; holidays off with pay; sick leave; hospitalization paid wholly or in part by employer; pension plan)

HOURS I WOULD WORK

Usual hours per day .....; number of days per week .....; number of hours per week .....; night work—encircle one (never — always — sometimes).

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WHAT I LIKE ABOUT THIS JOB AND WHAT I DISLIKE

I LIKE	I DISLIKE

For me, the (advantages — disadvantages) seem to be greater—encircle one.

PROMOTIONS THAT WOULD BE POSSIBLE FOR ME

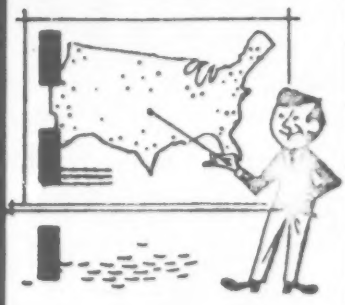
Titles of jobs up the promotional ladder:

beginning as a ....., I could possibly be promoted to .....

then to ....., then to ....., then to .....

Possibilities for the first promotion are (poor, fair, good)—encircle one.

WHERE I WOULD WORK



Most workers in this career are found in—encircle one or more (cities, rural areas, all areas; offices, factories, other)

Specific cities, states, or areas where most workers are found (name them):

HOW I CAN MEASURE MY INTERESTS

While in School:

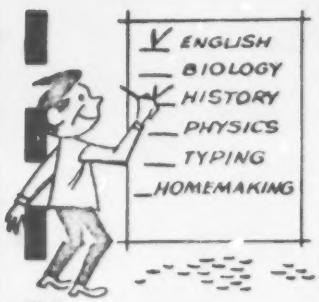
High school subjects I should like:

Of these courses I like:

Summer or part-time jobs that would help me measure my interest in this career:

Hobbies related to this career:

HIGH SCHOOL SUBJECTS AND ACTIVITIES THAT COULD SERVE AS A GOOD BACKGROUND



High school subjects I should take to meet the entrance requirements of the necessary school or college:

Other subjects that could prove helpful:

Hobbies and clubs that could be of value:

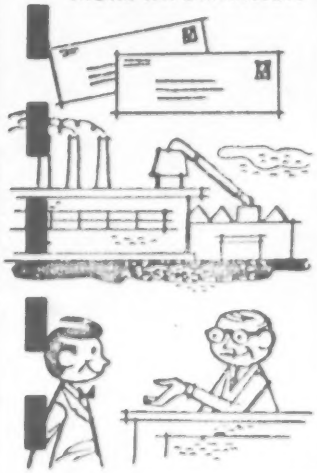
OTHER RELATED CAREERS THAT I SHOULD INVESTIGATE BEFORE MAKING MY FINAL CAREER DECISION

Careers having similar tasks to the one I am studying (working with people, operating machines, etc):

Careers in the same industry requiring similar education or training:

Careers with similar working conditions, using same tools, etc:

WHERE I CAN GET MORE INFORMATION



Material to send for:

Title	Source	Address	Date	Price

Local places to visit:

Local workers to talk to:

Additional copies of this **PLANNER (B-193)** may be ordered from
CAREERS • P. O. BOX 135 • LARGO, FLORIDA 33540

APPENDIX J

APPENDIX J

SAINT LOUIS PUBLIC SCHOOLS

CAREER EDUCATION PROJECT

DIVISION OF CURRICULUM SERVICES
1517 SOUTH THERESA AVENUE
ST. LOUIS, MISSOURI 63104
AREA CODE 314 865-4550

EXPLORATION OF NOOTER CORPORATION

MAY 24, 1979

STUDENT EVALUATION FORM

Name _____ Grade _____

Your career interest at this time: _____

Please complete this brief evaluation so that future career exploration sessions for students will be beneficial.

1. Were you aware of Nooter Corporation before coming here today? yes no

2. Did you feel this visit to Nooter Corporation was worthwhile? yes no

3. List three new things you learned as a result of today's visit:

_____

_____

_____

_____

4. Did you feel the information presented to you was:
very useful somewhat useful not at all useful

5. Did you feel the tour was:
very useful somewhat useful not at all useful

6. Did you find the people you came in contact with at Nooter:
very helpful somewhat helpful not helpful

7. What suggestions do you have for future sessions of this kind: _____

_____

_____

_____

8. Have any of your thoughts about jobs and your future career changed as a result of today's visit? yes no Why? _____

_____

_____

_____

9. How do you feel students can best be helped to explore career opportunities?

_____

_____

_____

_____

_____

APPENDIX K

Mini-Unit Report Form

Design For Career Education

School: Mini-Units

TITLE OF LESSON

Concept:

Cluster:

Subject Area:

Level:

Activity:

Vocabulary:

Observation:

APPENDIX L

Monthly Report Form

CAREER EDUCATION: MONTHLY REPORT FORM

NAME:_____

SCHOOL:_____

MONTH:_____ SUBJECT OR GRADE:_____

PLACE A CHECK IN THE APPROPRIATE COLUMN TO INDICATE THE TECHNIQUES YOU HAVE USED THIS MONTH IN THE CLASSROOM. WE HAVE ALLOWED SPACE FOR FIVE SEPARATE CAREER RELATED ACTIVITIES. IF YOU HAVE MORE THAN FIVE, PLEASE FEEL FREE TO USE ANOTHER SHEET. ALSO FOR OUR RECORDS , WOULD YOU PLEASE ATTACH A SAMPLE OF AT LEAST ONE OF THOSE CAREER RELATED ACTIVITIES THAT WAS ESPECIALLY CREATIVE OR WELL RECEIVED BY THE STUDENTS. THIS COULD INCLUDE A CLASSROOM LESSON, A WORLD OF WORK FIELD TRIP OR A RESOURCE SPEAKER. THANK YOU IN ADVANCE!

	bulletin board	visual display	use of magazines	use of books	role playing	hands-on experiences	simulations	games	world of work trip	resource speaker	parent resources	principal or ass't.	other staff members	writing skills	self-awareness act's.	career awareness act.	career exploration	job seeking skills	decision making skill	sex stereotyping	values orientation	work attitudes	basic skills	OTHER:
Activity 1:																								
Activity 2:																								
Activity 3:																								
Activity 4:																								
Activity 5:																								

APPENDIX M

Career Education Newspaper Articles

Planning for the future with Career Ed

The Career Education Program has been re-funded, and has begun implementing its activities in 23 schools throughout the system this year.

The focus is on training and retraining of teachers in the concepts, as well as on ways to implement career education in the total school program. According to the program's proposal, the Multiplier Method will be utilized in the program. Each teacher/facilitator trained in an inservice session will return to the home school to train the other teachers in his/her building or department.

Throughout the school year, the teachers and principals will receive inservice training. The training for principals is designed to familiarize them with career education concepts and practices so that they can implement a building plan which is comprehensive in its approach and involves complete staff participation. The teacher/facilitaters will receive information and skills needed to implement career education philosophy and concepts. Those other teachers who are not facilitators also have the opportunity to attend the inservice meetings.

Three coordinators — Marie Burrow, Karen Johnson and Susan Katzman — will work directly in the 23 target schools, assisting teachers in implementing career education concepts and practices in their total school programs.

One other major component of the program is the Career Education Community Advisory Council. Made up of community leaders with special interest in career education, the council will work closely with program coordinators for the purpose of identifying resources such as speakers, places to visit, and shadowing models.

The students are enthusiastic, the teachers are enthusiastic, and everyone is eager to see things work, are the feelings expressed by many principals.

According to the coordinators, it is very important that parents work with the program as much as possible, as information sources and advisors.

An important facet of this program is the direct contact at the target schools. "The people in the schools may get tired of looking at us. They will surely be aware of us, because we'll actually be there," Katzman added.

"Career Education certainly helps youngsters learn to learn," said Burrow. "With the help of the advisory council, this can become a reality."

The program will integrate career education in the schools in a way that will be lasting. "We've got to do a bang-up job so that the effects and benefits will be rewarding and ongoing," emphasized Johnson. "We want children to realize that there are more choices available than the occupations their parents are engaged in. Self-awareness is so important; it's finding out more about yourself . . . who you are and what you want to do with your life."

Building administrators from 23 target schools for the 1978-79 school year, spent the day in a Career Education orientation session at Emerson Electric recently.

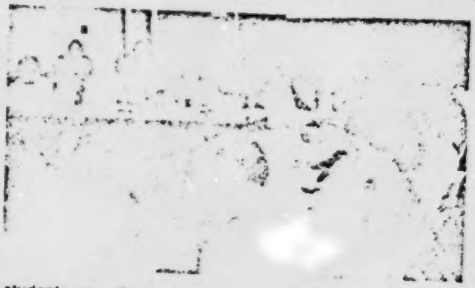
School and Home, Nov. - Dec., 1978

Educational Opportunities

Career Education Programs Held Downtown

Career Education has been a program within the St. Louis Public School system for 5 years. Funded by the federal government, the program in St. Louis has focused on the training of principals, counselors and teachers in ways of infusing career education concepts into the classroom. With the emphasis on basic skills, career education helps personalize the basic skills. A student in an Algebra class, for example, can more fully appreciate why he is learning Algebra if he is exposed to the engineer, the landscape designer or the architect who uses Algebra on the job.

In addition to providing information on careers, the teacher who has career education in his or her classroom works with



students on self-awareness, decision-making skills, job seeking and keeping skills and knowledge of St. Louis, etc. It is the belief that students need to be prepared realistically for living.

Time spent on the job is important because it occupies so much of a person's time and because it affects how a person reacts with other people. Too many people go into jobs not knowing themselves well, not knowing their goals or limitations and thus do not perform well. Career Development assists students in getting to know themselves better, both career awareness and self-awareness.

Part of of the Career Development program deals with providing "shadowing" experiences for high school 10th & 11th graders. This involves a student following a worker on the job for one day. The job observation is always a job that the student has expressed interest in and shows ability for. Students, this past year, have had opportunities to shadow at the Downtowner Newspaper, Jewish Hospital, Lindburg Cadillac, 3rd District Police Department, Midwest Laboratories, etc.

During the 1978-79 school year several mini-career conferences have been held for teachers and counselors at downtown sites. Laclede's Landing and Proctoer and Gamble hold conferences for teachers and counselors. Nooter Corporation had 30 students visit for an entire morning to familiarize them with careers at Nooter Corporation.

This summer two mini-career conferences were held for educators in the downtown area. These were at Pet, Inc. and at First National Bank. The purpose of these workshops is to help give educators information on the work world. Educators have asked for first hand exposure and those mini conferences provide just that. Teachers

extensive tour is usually included.

The Career Education office has had excellent cooperation from the business community and looks forward to more opportunities for the 1979-80 school year. In all cases everyone contacted for work shops has expressed interest. Concern over acquiring qualified employees and in keeping good employees in St. Louis, leads many companies and community resources to be more than enthusiastic about talking with educators in preparing young people for the world of work.

It is generally agreed that cooperative linkages between education and the world of work can benefit everyone in St. Louis, especially the studeats who are future employees and citizens.

Any company wishing to obtain more information or become involved in the Career Education program can call St. Louis Public Schools, Career Education office, 865-4550.

Program for the 1979-80 school year include: more mini career conferences for teachers, counselors, principals and students; shadowing for 10th & 11th grade students; provice speakers and field trip sites through a hotline and speakers bureau; and internship positions for 12th graders for credit.

Career day with a flair at St. Mary's Hospital

Career days for high school students are nothing new.

But a career day at St. Mary's Hospital for aspiring medical professionals is something special.

The 50 students from the *Academy of Mathematics and Science* who recently visited St. Mary's were given firsthand information on a variety of medical fields including nuclear medicine, respiratory medicine and x-ray technology. Also included in the presentation was a three-minute film on basic operating procedures.

"This was the first time that a community resource really opened its doors for an entire day for career-related interests," Susan Katzman, Career Education coordinator, said of the event.

The students appreciated the opportunity, too. "It really helped me in deciding to become a surgical nurse," said Linda Behan, a sophomore at the academy. Linda is currently taking a heavy dose of math courses at the Magnet high school. "A nurse explained the various methods of reaching our goals — through nursing schools, junior colleges or regular colleges," Behan said.

Whether the students aspired to become laboratory technicians, doctors or other medical professionals, they were all given similar information about schools, training and preparation.

Several staff members suggested that the students get involved with the hospital's volunteer program to get acquainted with the workings of a hospital, according to Betty Kennedy, a ninth and tenth-grade counselor at the academy.

"A fourth of the students have already decided to take part in the volunteer program, and others have sought further information," Kennedy said.

School and Home, Vol. 16, Number 7, April, 1979

City schools offering programs about careers

Career information programs are being offered in several elementary and high schools in the St. Louis system this week and in early May.

Hempstead School, 5872 Minerva Ave., is having career programs each day this week and during the weekend. Information may be obtained by calling 385-2011.

Beaumont High School's "Career Week" is May 5-12. About 50 representatives from business or community organizations will be at the school Thursday, May 10, to talk with students about summer jobs and career opportunities.

A similar program will be held Friday, May 18, at Northwest High School.

The career activities began Saturday at Soldan High School for seniors from public, parochial and private high schools in the St. Louis area.

Arrangements for that program were made by the St. Louis system's Ford Community School in cooperation with Lincoln University of Jefferson City. The program was about career training opportunities at the university.

More information on career programs in the school system may be obtained by calling the career education office at 865-4550.

Globe Democrat, 4-23-79

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APPENDIX N

Career Education Newsletters

1978-1979

St. Louis Public Schools
Career Education Office
1517 South Theresa
St. Louis, Missouri 63104
(314) 865-4550

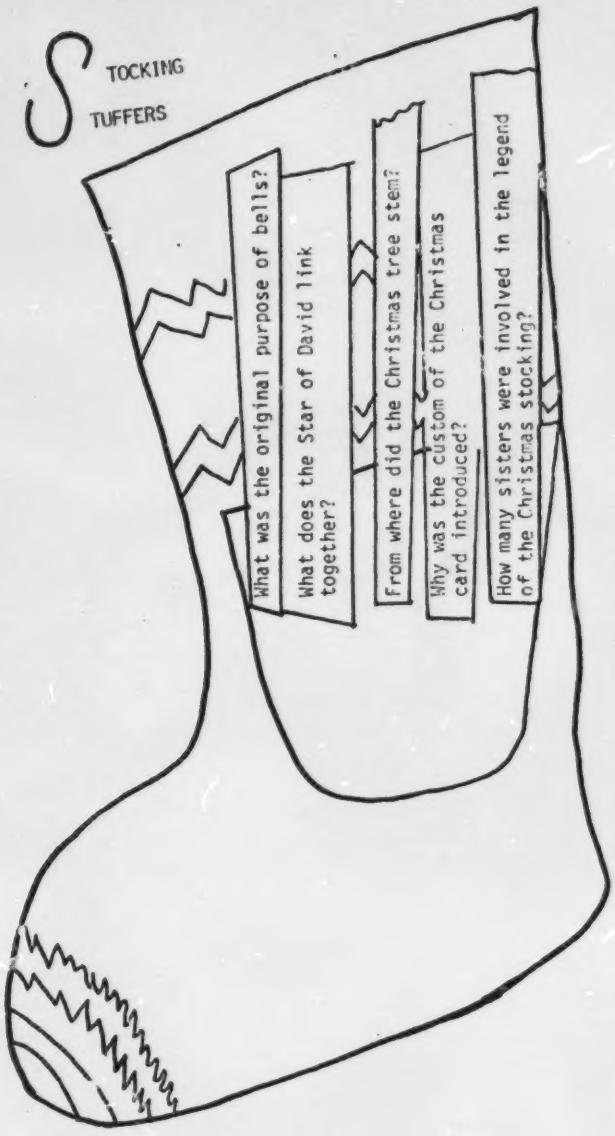
DECEMBER, 1978

Education Newsletter

Design For Career

Have your students name three occupations connected with each of the above Christmas symbols.

STOCKING STUFFERS


What was the original purpose of bells?
What does the Star of David link together?
From where did the Christmas tree stem?
Why was the custom of the Christmas card introduced?
How many sisters were involved in the legend of the Christmas stocking?

NAME THE OCCUPATION CONNECTED WITH THESE HOLIDAY SONGS!!

A. DECK THE HALLS _____
B. IT CAME UPON A MIDNIGHT CLEAR _____
C. RUDOLPH THE RED-NOSED REINDEER _____
D. O COME ALL YE FAITHFUL _____
E. I'M DREAMING OF A WHITE CHRISTMAS _____
F. ALL I WANT FOR CHRISTMAS IS MY TWO FRONT TEETH _____
G. O CHRISTMAS TREE _____
H. WHAT CHILD IS THIS? _____
I. WE WISH YOU A MERRY CHRISTMAS _____
J. ROCK OF AGES _____
K. GOD REST YE MERRY GENTLEMEN _____
L. HEAR THE VOICE _____
M. O COME LITTLE CHILDREN _____
N. DRUMMER BOY _____
O. TWELVE DAYS OF CHRISTMAS _____
P. SLEEP, SLEEP LOVELY BABE _____
Q. INFANT SO GENTLE _____
R. O HANUKAH, O HANUKAH, COME LIGHT THE MENORAH _____
S. THE SEARCH FOR LODGING _____
T. I SAW MOMMY KISSING SANTA CLAUS _____

(As an additional activity, have students indicate the basic subject that would be connected with each career.)

Dear Principals, Facilitators and Staff of our 23 target schools--You're the stars in our show. Thank you for all of your cooperation and the enthusiasm with which you have begun implementing Career Education in your schools. We wish you a happy holiday season and hope that the New Year brings you good health, happiness and love...
..Academy of Math and Science, Waring, Madison, Beaumont, Langston, Ashland, Riddick, Vashon, Dunbar, Columbia, Lowell, Southwest, Lindenwood, Longfellow, Woerner, McKinley, Grant, Sigel, Peabody, Northwest, Hamilton, Hempstead and Herzog.
From Marie, Karen and Susan

Answers to the Stocking Stuffers: (Bells): To make a loud sound to drive off evil spirits.
(Star): Ancient magical superstitutions with memories of a spiritual battle and recollections of a flight for survival.
(Christmas Tree): From primitive pagan customs. Later the tree became the symbol of enduring and renewed life, and the green of its leaves the emblem of immortality.
(Christmas Card): To send seasonal greetings to the parents and to indicate to teachers the students progress in the art of writing.
(Stocking): Three

Suggested answers to the holiday occupations:
a. interior designer b. astronomer c. veterinarian d. minister e. meteorologist f. dentist g. forest ranger h. pediatrician i. greeting card designer j. geologist k. hotel manager l. radio announcer m. nursery school teacher n. percussionist o. salesperson in a department store p. babysitter q. mother r. electrician s. travel agent t. marriage counselor

St. Louis Public Schools
Career Education Office
1517 South Theresa
St. Louis, Missouri 63104
(314) 865-4550

APRIL, 1979

Education Newsletter

COMMUNITY RESOURCES

A LINK WITH THE WORLD OF WORK

Design For Career

A fundamental objective of career education is to prepare students to make successful transitions from school to work. In reaching this objective it is important to provide opportunities for students to acquire direct experience with the working community so that they may understand both what it is really like and the importance of decisions about their futures in the context of the world outside of school. These experiences for Kg-12th grade students should include observations of various work settings, discussion with individuals in a variety of careers and hands-on experiences in which students actually participate in a work day. In order to provide students with these experiences it is necessary that career educators seek resources from outside of what is traditionally considered education. It is also equally important for teachers and counselors to acquire these experiences so that they are able to relate the importance of their subject matter to each student's future career and personal needs.

Too often we think of community resources only when we plan our annual career days, making our contacts with community resources extremely limited. This issue will be devoted to ways that the gap between the business-industry-labor community and education can be bridged. We will discuss what community resources are, how to identify and evaluate them and how to establish contact with them. Also included are suggestions for guest speakers, world of work trips and some discussion of what is going on around the country.

St. Louis has a huge untapped resource for its students and teachers in its business-industry-labor community. We hope this issue will give you some guidelines and suggestions for working with this resource.

GUEST SPEAKERS

Utilizing guest speakers in your classroom is an excellent avenue for exposing students to people from the St. Louis community. In order to provide maximum benefits for students and speakers, we offer the following comments and forms.

why?

Speakers who represent the world of work can introduce students to the realities of day to day life which exist outside of the school environment. These speakers may have more credibility with the students. A teacher may speak about what metal working involves, but the speaker has done it himself, and can offer a vicarious career experience.

Certain speakers can serve as role models for students and generate excitement and interest in their career field. Speakers also offer students the opportunity to relate to a wider range of adults. Speakers are free, offering a contribution to the class content and structure without straining the budget. Speakers can help to expand and reinforce class content. They have information which the teacher may not have, and can bring materials into the classroom from their profession. They can also help the teacher to relate the curriculum to their own career field.

Utilization of an outside speaker should generate some excitement in the classroom. It is a refreshing change for both the students and the teacher. It can also offer a stimulating change of pace, particularly if the speaker is able to demonstrate rather than simply lecture.

how to?

SPEAKER SELECTION:

Determine what kinds of speakers would be appropriate for your class and how they would relate to students' interests.

Relate your choice of speakers to course content and goals.

Decide when to use speakers within your course schedule - how you can time their appearance so that it is appropriate

BEFORE THEY ARRIVE:

Encourage the speaker to do something other than simply lecture - for example, demonstrate, share materials from the profession, discuss the profession with the students.

Inform the speaker of your goals, and of what you want him to do. Let the speaker know what your class is like, the level of student interest, and what they can expect from the students.

Find out what the speaker will need (such as audio visual equipment) and arrange to have it available.

Prepare your students before the speaker arrives. Let them know who the speaker is, and how his talk will relate to class content. Discuss the questions they may have for the speaker (or assign each student to bring in a question for homework).

WHILE THEY ARE THERE:

Have the speaker talk to other faculty members during a coffee break or over lunch.

Utilize media equipment and tape (audio and or video) the speaker while he is there.

Support the speaker while he is in the classroom. Supplement the students' questions with your own.

AFTER THEY'VE LEFT:

Keep a record of the speakers you use, what they are like, what the students thought of them.

Pass him on - let other teachers know about the speaker.

Encourage students to think of speakers that they would like to invite.

The Career Education staff has summarized some hints which may be helpful for any speakers you may invite to your classroom. These are meant only as a general guideline for presentations on jobs and careers for the speakers prior to their visit.

WHEN YOU SPEAK WITH STUDENTS

Kindergarten through Grade 3
- has attention span of 15-20 minutes for one activity;
- views experiences in relation to self;
- has limited vocabulary, needs explanations in very simple terms;
- has experiences centered mostly on home and school;
- is learning basic skills;
- enjoys doing a simple work task;
- needs to see the relationship between the world of work and school.

Grades 4 - 6
- has attention span of 20-30 minutes for one activity;
- views experiences in relationship to self and others;
- has more extensive vocabulary than younger child but still needs explanations in simple terms;
- has previous experiences centered on home, school and community;
- is working to refine basic skills;
- enjoys doing a work task;
- needs to see the relationship between the world of work and school.

Grades 7 - 8
- has attention span of 30 minutes for one activity;
- needs specific information about educational and training requirements for jobs, importance of school subjects, attendance and attitudes;
- needs an opportunity to ask questions;
- needs information on salary range, job ladder, and entry level requirements;
- has vocabulary of young adult, but still does not understand technical terms;
- would find experience at a work task helpful.

Grades 9 - 12
- has expressed interest in several career fields;
- is mature enough to do individual exploration;
- needs a chance to "get the feel of the job";
- would gain insight into a particular job through a half-day visit;
- needs to relate written information to a real work situation;
- has a vocabulary approaching adult level but needs explantion of technical terms.

questions

The speaker should know that students may ask certain types of questions. They might include:

1. *What does your job require you to do each day?*
2. *What special tools, equipment, or working conditions do you need to be aware of?*
3. *What are the variety of jobs within this field?*
4. *What are the advantages and disadvantages of your job and others in your field?*
5. *What are the entry level jobs and what are the possibilities for advancement, as well as the future outlook for the job?*
6. *How can I prepare myself for this job?*
7. *How can I obtain more information about this job?*

evaluation

Name of student_____ Class_____
Grade_____Speaker's Name_____

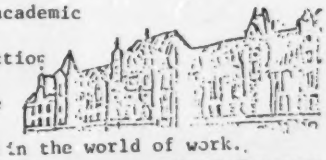
1. How much of what the speaker said did you understand?_____
2. How relevant was the speaker to your class?_____
3. How helpful was the speaker in answering questions?_____
4. How much knowledge have you gained about the speaker's career area? _____
5. How much more would you like to learn about the speaker's career area?_____
6. How much would another speaker from a different career area interest you?_____
7. Did the speaker make you aware of the high school subjects you would need to prepare for this career?_____
8. What did you like best about the speaker?
9. What did you like the least about the speaker?
10. Comments and suggestions for future speakers.

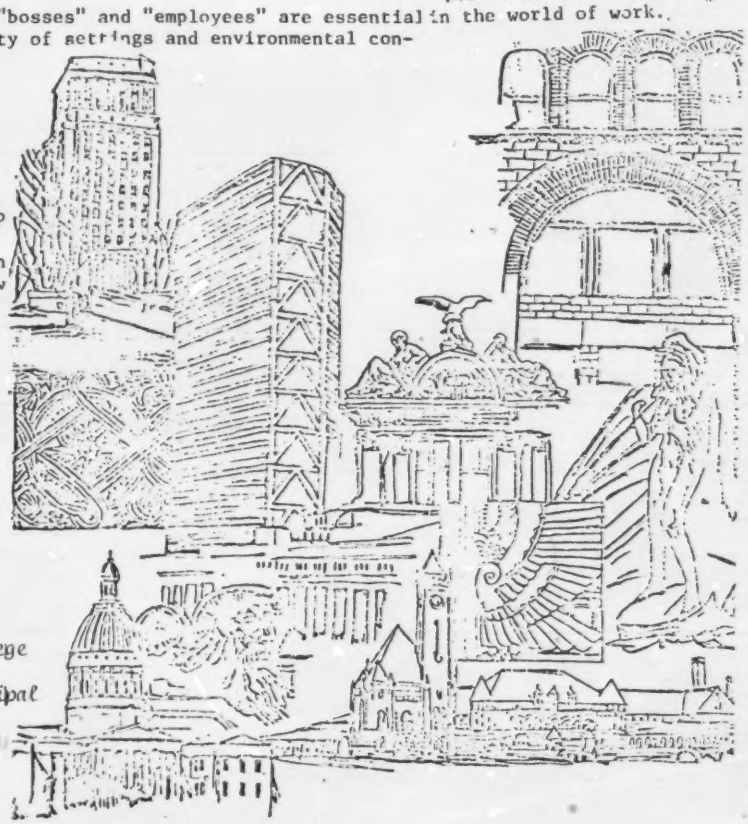
WORLD OF WORK TRIPS

Utilizing the St. Louis community for World of Work trips is a means of letting students know what the work world is all about from first-hand knowledge. The following forms are suggestions to help make your trip the best possible. Also included are some experiences that have already taken place with the students from our 1978-79 target schools.

CONSIDER THE PURPOSE OF THE WORLD OF WORK TRIP:

--To acquaint students with the general nature of the occupational structure of their own communities.
--To demonstrate the needs for various kinds of work for economic and human progress.
--To demonstrate the ways in which different kinds of work provide a useful set of personal and social benefits.
--To help students see how workers in various occupations make use of the basic academic skills taught in the elementary and secondary school.
--To help students understand the need for cooperation and teamwork in the production of goods and services.
--To help students see and understand the different kinds of skills and expertise needed for different kinds of work.
--To help students understand why both the "bosses" and "employees" are essential in the world of work.
--To help students see first-hand the variety of settings and environmental conditions in which work is performed.





ON THE ROAD .....

Anyone can take a field trip, but it takes planning and creativity to turn a field trip into a world of work trip where students focus on how and why people do their jobs in a particular worksite. These are just a few of the experiences students at our target schools are having this year:

- *1st graders at Riddick visited Ralston Purina.*
- *7th graders at Madison spent the day at Anheuser-Busch, Inc. and LaSalle Redevelopment Corporation.*
- *Students from Southwest High School learned about math careers at St. Louis University.*
- *7th and 8th graders at Woerner visited the Metropolitan Sewer District LeMay Plant and the Board of Alderman at City Hall.*
- *Vashon students attended Lindenwood College for "Be a College Student Day."*
- *8th graders at Riddick visited the Municipal Courts.*
- *Students from Dunbar spend time at 4th R Gallery.*
- *Students from Math and Science High visited the St. Louis Art Museum.*

OPEN DOORS

St. Mary's Health Center, at 6420 Clayton Road, opened its doors to 50 students from the Math and Science Magnet High School on March 28th. The mini-health career conference was held specifically for students who were interested in careers that would be found in a hospital. The day-long exploration exposed students to information on hospital administration and nursing. Hands-on experiences were provided in departments of nuclear medicine, respiratory therapy, clinical laboratories, engineering, dietetics, surgery, and radiology. Questions were numerous and enthusiasm was high. We thank St. Mary's Health Center for providing this marvelous experience.

QUICK NUMBERS.....

Chrysler Corporation	343-1100
Monsanto	694-1000
Southwestern Bell Telephone	247-9800
Union Electric	621-3222
St. Louis Post Dispatch	621-1111
Barnes Hospital	367-6400
Ralston Purina Co.	982-0111
Pet, Inc.	621-5400
Emerson Electric	553-2000
Mallinckrodt Chemical Works	231-8980
Ozark Airlines	426-7400
First National Bank	421-2000

BEFORE DURING AND AFTER...

These suggested forms could be utilized to enhance your World of Work Trips.

PERMISSION FORM

Dear Parents:

Through the Career Education Program, we are trying to broaden students' outlook and generate interest in occupations in a wide variety of fields by encouraging individualized and small group field trips to appropriate sites.

If you approve of your son/daughter participating in such a trip, please sign below.

I give my permission for my son/daughter to visit _____

on the following date _____
for the purpose of _____

and also willingly agree to hold the _____ School District employees and agents and _____ blameless in the event of any accident or illness which may occur while my son/daughter is participating in and is being transported to and from this activity.

EVALUATION

Answer the following questions on a scale from 1 to 5. Five means 'a lot' or 'very much' and one means 'little' or 'not very much'.

1. How much more preparation do you think you could have used to make the trip more beneficial to you" ( )
2. How helpful were the people at the field trip site in answering your questions about careers in their area? ( )
3. How much additional time would you have liked at the field trip site? ( )
4. How much progress have you made in developing an ability to tell what the requirements are for participation in this career area? ( )
5. How much did you relate the relevance of your school course work to this field of work? ( )
6. How much progress have you made in developing your ability to make a wise career choice? ( )
7. How much knowledge have you gained about this career area? ( )
8. How much would a similar experience at a different job site in the same career area help you? ( )
9. How much would exploring additional career areas in other occupational fields help you? ( )

WHAT DID YOU LIKE BEST about this exploration?

WHAT DID YOU LIKE LEAST?

OTHER COMMENTS? SUGGESTIONS?

Generally, did you think the exploration was: (check as many as you think fit)
Fun _____ Boring _____ Interesting _____
A Waste of Time _____
Other? _____

ACTIVITIES

The purpose of this trip is to help you learn as much as possible about the jobs that we are going to see and hear about. Therefore, be alert, ask questions, listen carefully, look and notice as many interesting things as you can. Take notes and write down your ideas and descriptions.

1. List as many different jobs as you can see that seem to be done at this job site.
2. Describe the people you see (sex, age, dress, etc.)
3. Describe one place or job here that you think might be fun or interesting to do and explain why.
4. Talk to one person at the site and find out where they went to high school and what other training they needed for their job.
5. What kind of working environment do you see? Would it be pleasant to work here? Describe your impressions.
6. Interview one person and find out where they live, where they are from, who is in their family, their experience with this job and others, their present salary, their feelings about their work.
7. Do you see anything that you would not have expected to find here?
8. What questions have you asked during this trip, other than the ones on this form? Were they answered?

TRIP RECORD

Please take the time to fill out the following record and evaluation of your field trip. These records will enable other teachers and students to benefit from and possibly duplicate your experience.

Teacher's Name _____
Site Visited _____
Date of Visit _____
Number of Students _____
Purpose of Trip _____

Name of Contact Person at Site _____
Address and Phone Number of Site _____

Please Evaluate (using a scale of 1 to 5, with 5 being 'very good' and 1 being 'not very good'):
How well did program hold your interest? _____
Leader's knowledge of surroundings, activities, jobs, etc.? _____
Effectiveness of leader's presentation? _____
Were you given any handout materials?
Yes ( ) No ( )
What were the tour highlights?

What improvements do you suggest for future field trips of this nature (organization, content, presentation, etc.)?

What other resources or aid does this site have to offer our school? (Such as speakers, internships for students, materials, etc.)

--Xerox has a series of 16 values posters available on such concepts as: respect for rules, honesty, patience, good work habits, promptness, etc. They are available for $8.95 from Xerox Educational Publications, P.O. Box 444, Columbus, Ohio 43216.

--A nationwide career exploration project, launched by the Girl Scouts of the U.S.A., is now available to provide non-sex-stereotyped career education to youth. The complete package, called FROM DREAMS TO REALITY, is available for $6.75 from Girls Scouts of the U.S.A., 830 Third Avenue, New York, New York 10022. Included are a deck of Career Cards, an activity book, a leader's guide and a council guide. Eighty career cards feature interviews with women discussing their careers.

--A film on choosing careers produced by New York Life Insurance Company is available free to schools and community groups. "What Will I Do With My Time?" is in color, lasts 28 minutes. The film includes a teacher's guide. Order from Careers, N.Y. Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10010

--Get a free copy of Jobs and Opportunities For Writers, a 16- page booklet describing careers in advertising, book publishing, business and industry, fund-raising, magazines, public relations, technical writing and other areas. Contact Kirk Polking, Promotion Director, Writer's Digest, 9933 Alliance Road, Cincinnati, Ohio 45242

--Hand-On Career Awareness Projects in Elementary School is a booklet designed to stimulate both creative and critical thinking regarding new classroom activities that are hands-on experiences. Ordering information is available from Rutgers University, Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, East Brunswick, N.J. 08093

for your information...

--A practical handbook on putting foreign language skills to work in careers has been published by Columbia Language Services. Foreign Language and Your Career emphasizes jobs which use foreign language in conjunction with other skills. Copies are $4.00 each. Order from Columbia Language Services, P. O. Box 28365, Washington, D.C. 20005

--Standard Oil of Indiana published a series of materials to encourage more minorities and women to pursue careers in science and engineering. "Conceive It, Believe It, Achieve It" is a film available, as well as two brochures. Standard Oil also provides financial and technical assistance to local groups such as the Junior Engineering Technical Society to identify and guide students with potential for science-related careers. For more information write Robbie Smith, Urban Affairs Representative, Standard Oil Company, 200 East Randolph Drive, Box 5910-A, Chicago, Ill. 60680

--The September issue of "Career World" Magazine suggested that teachers have students write want ads describing themselves. Students at Sigel School wrote the following:

FOR SALE: A nice young man very brilliant, light, and good grades in school for only $3.95 an hour. Money back guaranteed but you would not want your money back because I do my job and do it well. Do not have a quick temperature and will satisfy all qualifications.

FOR SALE: If you want a friend, this is the right person to come to. I have long, blonde hair, a soft nice voice, blue eyes, straight teeth and I am tall and slim. I have just the perfect personality. I have a brilliant mind. I am energetic and athletic. I like disco music and dancing. I don't smoke, drink or have car accidents. You can get me for the low price of a big smile.

--Eighth graders from Columbia School were visited by Mr. Thomas Hill from the National Alliance of Businessmen. He spoke to the students on the functions of the "Job Service" Organization. They were informed that the organization finds jobs and distributes pay insurance. This was the first of many visits by Mr. Hill to the school.

--Langston School has had some unique bulletin board ideas this year. The latest was a board entitled "No Two Hands Are Alike". The objective of the board was to help the students understand, accept and respect their own uniqueness.

--At Hamilton School students used magazines to develop a "ME" notebook relating to their goals in life. Students discussed their completed booklets with the other students.

--Vashon High School Urban Studies students have been exploring employment and careers. Bringing pictures to school of people working in different kinds of jobs, students then assemble the pictures on poster board based around different themes.

--The National Science Teachers Association will be presenting a seminar in St. Louis on November 29, 1979. Participants will be Kg-12 teachers, principals, department heads, etc. who will discuss the benefits to science educators of intusing career education into their classrooms. Examples of techniques and pracrices in exemplary programs will enable participants to stimulate interest in career education and to apply these activities to their local situations. Write NSTA/Career Education, Dr. John M. Akey, 2410 Warwick Lane, Colorado Springs, Colorado 80909. Applications must be returned by June 15, 1979. There is no fee.

--If we can provide information for you or if you have information to share please contact Marie Burrow, Karen Johnson or Susan Katzmm at the Career Education Office, St. Louis Public Schools, 1517 South Theresa, St. Louis, MO 63104.

KEEPING IN TOUCH

-- Most florists will come out to do demonstrations for your class. We suggest you call one in your neighborhood.

-- UMSL Extention has a "Positive Self-Image Through Appearance" program. They will come out to speak to students on topics such as posture, skin care, personal hygiene, hair care, wardrobe, etc. Their office is at 724 North Union and when you call 367-2585 ask for Janice Anderson, Evelyn King or Hari Campbell. At the same number you can talk with Anita White about the Comprehensive Career Development Program that starts in May for persons 16 - 21 years of age.

-- McDonalds has a Big Mac Coach that is available for tours. Why not ask them for the 21 - passenger bus to take your class to McDonalds to explore careers. Call 436-5802.

-- Roosevelt Federal Savings and Loan, 825 Locust, has a Personal Advisory Service. Jane Weidenhamer will gladly come to speak to groups on budget counseling, applying for credit, retirement and wills, Career Counseling and Special Services. She can be reached at 425-1205. The services are free.

-- Tours are available at the St. Louis Police Department and Academy. Limit your group to 35 for tours between 9:00 a.m. and 5:00 p.m. You can see and discuss the computer system, crime lab, show-up room, library and training academy and possibly a line-up. Call Public Affairs, 444-5630.

-- First National Bank has a "First Speakers' Forum". Speakers, films and Cassette film-strips are available on careers in banking and the business of banking. Call 342-6536.

-- Speakers Bureaus are available through most area colleges. Call: Washington University - 889-5297, Webster College - 968-0500, Saint Louis University - 658-2541

-- Sporting News has tours at their offices at 1212 North Lindbergh. From Monday through Friday, 8:30 a.m. - 3:30 p.m., students can see the offices and composing rooms and learn about careers in journalism. Call Celeste Eders at 997-7111.

-- University of Missouri Extention Center has many courses on resume writing, application procedures and interviewing, etc. Call Joan Pearlman at 453-5511 for information or possibly speakers.

-- Colonial Baking at 4410 Gravois has tours on Wednesday, Thursday and Friday starting at 1:00 p.m. They are one hour long. Call 3 weeks in advance. Ask for Ms. Washington at 481-0600.

-- Saint Louis University has a counseling center for women. Call Dr. Lynn Conrad at 658-2323 for career information, job-hunting techniques, etc.

-- A pamphlet called "An Equal Chance - A Parent's Introduction to Sex Fairness in Vocational Education" is available through the Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102.

-- Tours of Powell Symphony Hall are available by calling 533-2500.

-- Laclede Gas has a Home Economics Department. For schools with gas ranges they will come out to demonstrate the use and care of the gas range and do some cooking. Laclede Gas also has a career program in the form of a slide presentation on the home economist in the business field. If you're in South St. Louis call 644-6650; if in North St. Louis call 521-3800.

FOR EASE IN UNDERSTANDING AND ORGANIZING THE WIDE RANGE OF OCCUPATIONS, THE U.S. BUREAU OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION HAS CATEGORIZED MORE THAN 22,000 OCCUPATIONS INTO FIFTEEN BROAD CLUSTER AREAS. AN OCCUPATIONAL CLUSTER IS A FAMILY OF OCCUPATIONS THAT ARE RELATED AND GROUPED TOGETHER ACCORDING TO THE TYPE OF WORK, THE SKILL AND/OR TRAINING OF THE WORKER, AND THE SITE WHERE THE WORK IS PERFORMED. LISTED BELOW ARE SEVERAL OF THE CLUSTERS AND AN EXAMPLE OF A SAINT LOUIS COMMUNITY RESOURCE-BUSINESS THAT WOULD BE INCLUDED IN THAT CLUSTER. CALL THEM FOR INFORMATION, A SPEAKER, AND WHEN POSSIBLE, A WORLD OF WORK TRIP.

AGRI-BUSINESS AND NATURAL RESOURCES CLUSTER
St. Louis Parks Department
Forest Park 535-4111

TRANSPORTATION CLUSTER
Bi-State Transit
Jenny Laster
3869 Park (63104)
771-1414

BUSINESS AND OFFICE CLUSTER
General American Life Insurance Company
Warren Goodenough
700 Market (63101) 444-0506

MANUFACTURING CLUSTER
Brown Shoe Company
George Williams
8300 Maryland (63130)
863-2000

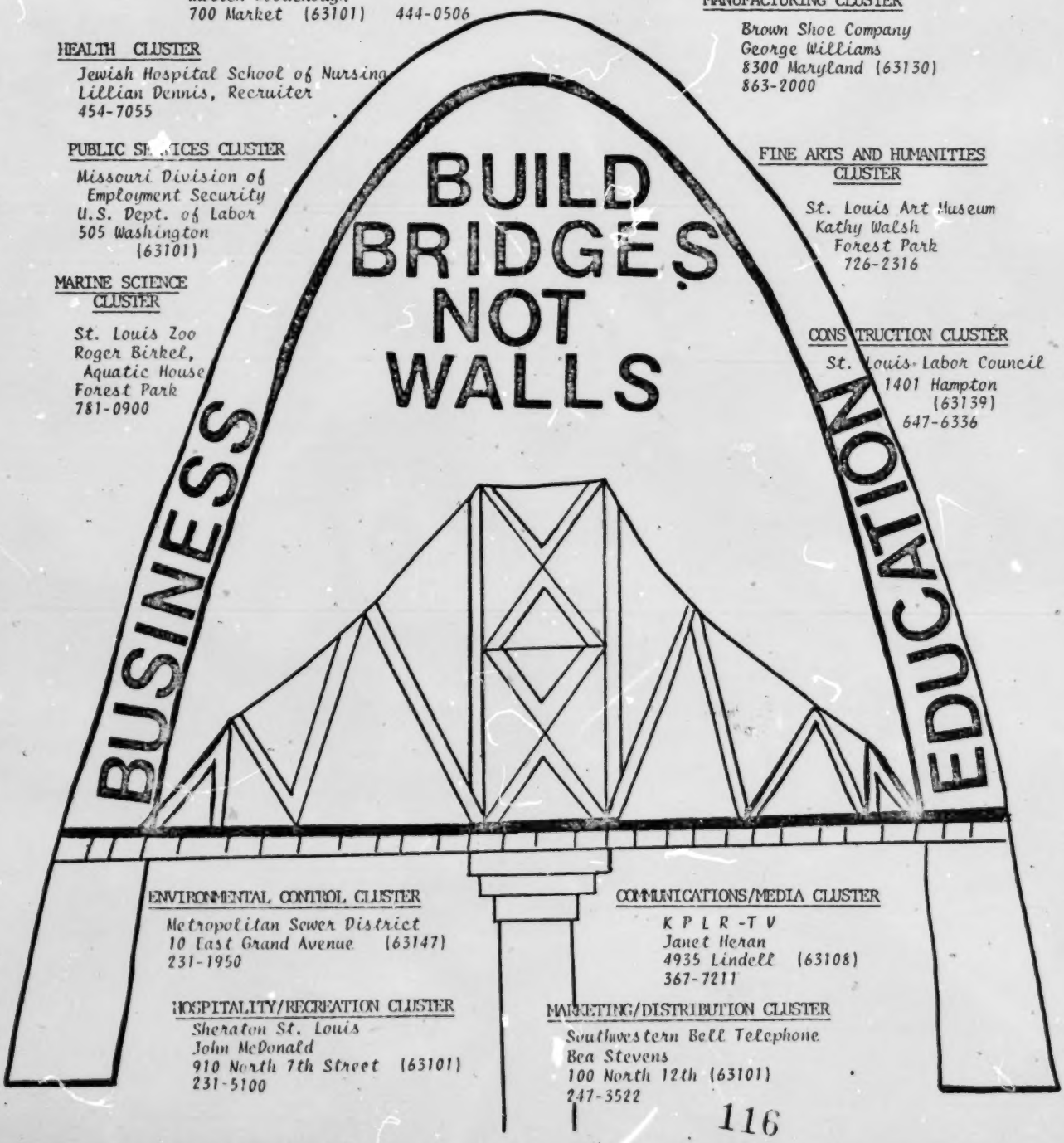
HEALTH CLUSTER
Jewish Hospital School of Nursing
Lillian Dennis, Recruiter
454-7055

PUBLIC SERVICES CLUSTER
Missouri Division of Employment Security
U.S. Dept. of Labor
505 Washington (63101)

FINE ARTS AND HUMANITIES CLUSTER
St. Louis Art Museum
Kathy Walsh
Forest Park
726-2316

MARINE SCIENCE CLUSTER
St. Louis Zoo
Roger Birkel, Aquatic House
Forest Park
781-0900

CONSTRUCTION CLUSTER
St. Louis Labor Council
1401 Hampton (63139)
647-6336



ENVIRONMENTAL CONTROL CLUSTER
Metropolitan Sewer District
10 East Grand Avenue (63147)
231-1950

COMMUNICATIONS/MEDIA CLUSTER
K P L R - T V
Janet Heran
4935 Lindell (63108)
367-7211

HOSPITALITY/RECREATION CLUSTER
Sheraton St. Louis
John McDonald
910 North 7th Street (63101)
231-5100

MARKETING/DISTRIBUTION CLUSTER
Southwestern Bell Telephone
Bea Stevens
100 North 12th (63101)
247-3522

APPENDIX O

Report on the Career Development Centers,

Chicago Public Schools

APPENDIX N

SAINT LOUIS PUBLIC SCHOOLS

CAREER EDUCATION PROJECT

DIVISION OF CURRICULUM SERVICES
1517 SOUTH THERESA AVENUE
ST. LOUIS, MISSOURI 63104
AREA CODE 314 865-4550

June 27, 1979

Report of visit to the Career Development Centers, Chicago Public Schools, Chicago, Illinois

Susan Katzman, Career Education Coordinator

On June 18 and 19, 1979 I had the opportunity to visit the Chicago Public School's Career Development Centers Program. I met with the following people:

Robert MacGregor, Director, Chicago United
Patricia Morgan, Career Education Manager, Chicago United
Deborah Loehrer, Education Programs Specialist, Montgomery Ward
Leola Howard, Coordinator-Teacher, Career Development Center at Montgomery Ward
William Walsh, Assistant Vice President Corporate Affairs, Blue Cross Blue Shield
Joyce Debbouseh, Coordinator-Teacher, Career Development Center at Blue Cross Blue Shield

Chicago United is a consortium of top executives representing 43 of Chicago's major corporations and several minority owned businesses. Members include the President of Chicago State University, the Chairman and Chief Executive Officer of Borg-Warner Company, the Chairman of the Board of Inland Steel Company, the Editor and Publisher of Johnson Publishing Company, the Chief Executive Officer of Quaker Oats Company and the President of Standard Oil Company of Indiana. Incorporated as a not - for - profit corporation in 1973, Chicago United is composed of seven task force areas, one of which is education. A study was completed of the Chicago Public Schools several years ago and the observations included that: (1) the school system was not functioning well; (2) the graduates of the Chicago Public Schools did not have employability skills and thus could not be hired without considerable re-education and (3) the business/industry community of Chicago had a responsibility to help in the reorganization of the schools and in the overall educational process that occured. Since that study, Chicago United has assisted the schools in a variety of ways providing training for principals and administrators in management strategies, hiring consultants to aid the school board and staff, providing resources and opportunities for retreats and assisting in the development of a career education program.

The Chicago Public Schools, through their own funding and through business involvement, have created a position of Assistant Superintendent for Vocational and Career Education, Mr. Philip Viso. He works with a District Coordinator who oversees a career awareness program in two of the public school districts. (Next year the program will be expanded to eight additional districts). Teacher - coordinators who coordinate activities in the Career Development Centers located in businesses in the Chicago area. (see enclosed list). These teacher-coordinators are all former teachers or counselors who work an 8 -hour day and are considered employees of the Chicago Public Schools. They are affiliated with no schools or districts and while they have an office within the school system, most are provided space within the company where their Career Development Center is located. They are responsible for the students they work with, are responsible for curriculum development and daily programming, and are responsible for recruiting and grading the students.

Sophomore year programs are exposure opportunites for 10th graders. . Junior year programs are daily non-working activities for one semester and 1½ units of credit. Students, for example, at Montgomery Ward work on individual learning modules, (see enclosed brochure) and are exposed to a variety of careers at Montgomery Ward. At Blue Cross Blue Shield (see enclosed work calendar for March, 1979) students spend time in the company as home base but have a great deal of activity and involvement in the city resources.

Each Career Development Center is unique in its programming and development. The variables seem to depend on the location of the center, the course of study and the working relationship between the business sponsor and the teacher - coordinator. The business representatives I talked with were enthusiastic and very committed to this program. They felt benefits to business included:

1. public relations exposure
2. fulfillment of corporate social responsibility
3. direct involvement in the schools
4. opportunity to train and become acquainted with possible future employees
5. exposure to potential future customers, and
6. the building of pride among their own employees who applaud the company involvement with students

Observation of the program for 1978-79 show that student attendance at the centers was very high (students are reimbursed for transportation, but are responsible for their own transportation from their home schools), teacher attendance was very high, each center had a racially, ethnically and sexually mixed student group and parental involvement was increasing. There are plans currently underway for increasing the number of centers and for possibly creating senior year internship positions.

Chicago United

SIX NORTH MICHIGAN AVENUE • SUITE 1308 • CHICAGO, ILLINOIS 60602 • 312/236-3709

CAREER DEVELOPMENT CENTERS

As part of their comprehensive Career Development Program, the Chicago Board of Education, in cooperation with the business community, has developed a network of Career Development Centers - "world of work environments" that teach academic subjects and provide experience-based career education for students.

There are two types of Career Development Centers an organization can sponsor:

I. Junior Year Programs

Basic Facts About the Program:

a. 30 students attend classes every afternoon, 1:00-3:30 PM, five days a week, for a full semester (approximately 18 weeks). Two groups participate during the course of a school year.

b. Students receive 1 1/2 units of academic credit.

c. Students are chosen from throughout the city high schools based upon expressed interest in the program. Since this program is an integral component of Chicago's desegregation plan, "Access to Excellence," the composition of each class is 40% white, 40% black, 15% Latino, and 5% other.

II. Sophomore Year Programs

Basic Facts About the Program:

a. Consists of a week of half-day classes to provide students with an overview of the careers within a particular industry. A business which sponsors a sophomore year program will be able to contact 540 students or 30 students each week for 18 weeks.

b. These programs are designed to serve as feeders for the more intense Junior Year centers. No academic credit is granted for participation.

c. Student selection process is the same as for Junior Year program.

d. The Board of Education provides the teacher.

Responsibilities of sponsoring organizations are:

1. To provide assistance to the public school teacher in the development of the curriculum so that it correctly portrays the career opportunities available in the industry.

2. To provide a location for the class within the corporate building. If this is not feasible, other alternatives may be arranged. For example: Continental Bank rents a classroom at the American Institute of Banking.

3. To designate a liaison person to coordinate the company's role in the program and to work directly with the Board of Education teacher. The liaison person is responsible for securing some of the speakers and job site visits called for in the curriculum.

CAREER DEVELOPMENT CENTERS

1978-79 School Year

SOPHOMORE YEAR PROGRAMS:

1. Center for Marketing and Retailing at Montgomery Ward
2. Center for Industrial Occupations at Western Electric and Washburn Trade School
3. Center for Urban Government at City Hall
4. Center for Military Occupations at the Naval Armory under the sponsorship of the Joint Military Services
5. Center for Entrepreneurship sponsored by CACI and member organizations
6. Center for Hotel/Motel Management at Holiday Inn/Lake Shore
7. Center for Urban Energy and Utilities at Peoples Gas
8. Center for Air Transportation at O'Hare, Midway and Meigs Airports under the sponsorship of the Federal Aviation Administration*

JUNIOR YEAR PROGRAMS:

1. Two Centers for Economics and Business Studies at Continental Bank
2. and Harris Bank
3. Center for Transportation Careers at Midway Airport under the sponsorship of the Federal Aviation Administration
4. Centers for Hotel/Motel Management at the Holiday Inn/Lake Shore
5. and the Holiday Inn/Mart Plaza
6. Center for Urban Communications at Illinois Bell Telephone Company
7. Center for Design at the Illinois Institute of Technology under the sponsorship of Richmond Manoff Marsh, Inc. Interior Design, ArtForm Design, Inc., and Jeffrey Gelick Design
8. Center for Energy/Environment Studies at Metro High School under the sponsorship of Sheaffer and Roland, Inc.

9. Center for Urban Studies at University of Illinois-Circle Campus

10. Center for Architecture Studies at University of Illinois-Circle Campus under the sponsorship of Perkins & Will and Chicago Architectural Assistance Center

11. Center for Maritime Studies at the Shedd Aquarium under the sponsorship of Quast & Co. and the Chicago Maritime Council*

12. Center for Marketing and Retailing at Montgomery Ward*

13. Center for Law and Justice at the Dirksen Federal Building under the sponsorship of the U.S. Federal District Court and the Constitutional Rights Foundation*

14. Center for Health and Life Sciences under the sponsorship of Blue Cross/Blue Shield*

15. Center for Internation Studies at the First National Bank of Chicago*

16. Center for Health Studies at Rush-Presbyterian-St. Luke's Medical Center**

*Open January, 1979
**Open September, 1979

CAREER DEVELOPMENT

Center for Merchandising and Retailing

WHAT IS THE CENTER FOR MERCHANDISING AND RETAILING?

As a new program planned and operated by the Chicago Public Schools in cooperation with members of the business community, the Center offers:

- use of neighborhood and downtown shopping facilities and city governmental agencies as learning environments;
- academic exploration of job activities in the world of merchandising and retailing.

WHAT BENEFITS DOES THE PROGRAM OFFER?

For one and one-half units of credit in Business Education, students have the opportunity to:

- interview employers and employees;
- observe employees at their work stations;
- tour business facilities;
- participate in round-table discussions with specialists in the field;
- use resource materials that relate to the field;
- engage in hands-on experience, when possible;
- discuss entry level positions in merchandising and retailing.

WHAT ARE THE MAJOR AREAS OF STUDY?

Purpose and Organization of Merchandising and Retailing
Merchandising Process
Management of Resources
Customer Services
Employee Relations
Building Services
Economic Perspective
Business and Consumer Responsibility
Government Regulations/Relations

WHEN IS THE PROGRAM OFFERED?

Fall and Spring Semesters
Daily from 1:00 p.m. - 3:30 p.m. for one semester

Name _____

Address _____ Phone _____

High School _____ Division Number _____

For additional information, send form to:

Ms. Leola W. Howard
CAREER DEVELOPMENT CENTER NETWORK
223 North Michigan Avenue - 6th Floor
Chicago, Illinois 60601

WHERE IS THE HOME BASE?

Montgomery Ward & Co., Inc.
535 West Chicago Avenue
Chicago, Illinois 60671

WHO CAN PARTICIPATE?

Chicago Public High School juniors who have successfully completed freshman and sophomore major credit courses.

WHAT ARE SOME JOB AREAS IN MERCHANDISING AND RETAILING?

Accountant
Artist
Buyer
Computer Programmer
Credit Manager
Fashion Coordinator
Interior Designer
Market Analyst
Personnel Manager
Salesperson
Secretary
Shipping Clerk

HOW TO APPLY?

Students interested in the Career Development Center for Merchandising and Retailing should:

- talk to the Career Development Center liaison person in their high school;
- get an application from their high school Guidance Department and return to the liaison person;
- call the Career Development Center teacher, Ms. Leola W. Howard, 641-4778.

Prepared by Ms. Leola W. Howard, Career Development Center Teacher, in cooperation with the Education Programs staff of Montgomery Ward & Co., Inc.; Department of Program Development/Alternative Schools and Department of Vocational and Career Education Program Development.

MARCH 1978 AND HEALTH SCIENCES

CAREER DEVELOPMENT CENTER - Blue Cross Blue Shield

TEACHER-WRITER JOYCE MOLNAR DARROUSET

MON.	TUES.	WED.	THURS.	FRI.
			1 BC/BS Review of anatomy and physiology	2 BC/BS (GROUP GUIDANCE)
5 INDIVIDUAL INTERVIEWS OF SCHOOL NURSES	6 BC/BS Review of nutrition	7 WEISS MEMORIAL HOSP. Nutrition seminar	9 MUSEUM OF SCIENCE AND INDUSTRY (Health exhibits) OR SCHOOL NURSE	9 MUSEUM OF SCIENCE AND INDUSTRY (HEALTH EXHIBITS)
12 BC/BS ½ half class and second half to individual interviews or Museum of Science and Industry	13 →	14 BC/BS Review of anatomy and physiology	15 BC/BS (GROUP GUIDANCE) →	16 NURSING CAREER CONVENTION - Conrad Hilton OR INDIVIDUAL INTERVIEW
19 BC/BS Review genetics Prepare for birth defects seminar	20 MARCH OF DIMES - BIRTH DEFECTS SEMINAR Ms. Debbie Odefey	21 Dr. Herb Solomon Dr. Walter Zinn (office) and University of Ill. Ill. Optometric Association	22 BC/BS (GROUP GUIDANCE)	23 MUSEUM OF SCIENCE AND INDUSTRY
26 BC/BS Group Guidance Transportation logs	27 SCHOOL LIB. or PUBLIC LIB. or MEDICAL LIB. OR BC/BS to finish modules	28 McCormick Place-- Flower Show to assist Illinois Optometric Assoc. and Ill (Univ of Ill) with vision testing	29 University of Chicago or Museum of Science and Industry	30 Individual interviews or BC/BS (Group Guidance)

APPENDIX P

Career Education Advisory Council Members

APPENDIX O

SAINT LOUIS PUBLIC SCHOOLS

CAREER EDUCATION PROJECT

DIVISION OF CURRICULUM SERVICES
1517 SOUTH THERESA AVENUE
ST. LOUIS, MISSOURI 63104
AREA CODE 314 865-4550

TO:

FROM: The Career Education Staff

RE: The Career Education Advisory Council

The Career Education Staff wishes to thank you for agreeing to become involved with the Career Education Advisory Council.

Since one of the key aspects of Career Education is the collaboration of educators with business-labor industry and community, it is the Advisory Council that can most effectively bring about this collaboration.

The meeting will be Tuesday, January 30, 1979, 9:00 a.m., Room 200 Division of Curriculum Services, 1517 South Theresa Ave., St. Louis Mo. 63104 - (865-4550)

Please join us.

Sincerely,

The Career Education Staff
Marie Burrow
Karen Johnson
Susan Katzman

MB:KJ:SK:sw

CAREER EDUCATION ADVISORY COUNCIL

1. Mr. Robert Bannecker
   Area Employment Supervisor
   Southwestern Bell Telephone Company
   100 N. 12th Blvd. Room 667
   St. Louis, Mo. 63101
   (247-3522)

2. Mr. Richard A. Bromley
   Personnel Director
   Boatmen's National Bank
   300 N. Broadway
   St. Louis, Mo. 63102
   (425-7556)

3. Mr. Merlyn W. Cooper
   Director, Bailey Technical School
   ITT Educational Services, Inc.
   3750 Lindell
   St. Louis, Mo. 63108
   (533-8700)

4. Mr. H. K. Demey
   Personnel Director
   Proctor and Gamble Mfg. Company
   169 East Grand Blvd.
   St. Louis, Mo. 63147
   (621-9150)

5. Lloyd D. Hines
   T.V. News - Sports Writer
   CBS KMOX TV
   #1 Memorial Drive
   St. Louis, Mo. 63102
   (621-2345)

6. Mr. Robert Mathew
   Director
   Chrysler Job Training Center
   1515 Meramec Station Road
   Valley Park, Mo. 63088
   (225-7721)

7. Mr. Jean Lacquement
   Instructor Supervisor
   Bi-State
   3869 Park
   St. Louis, Mo. 63110
   (771-1414 Sta. 331)

8. Mr. William S. McEwen
   Director, Equal Opportunity Affairs
   Monsanto Company
   800 N. Lindberg Blvd.
   St. Louis, Mo. 63141
   (694-2662)

9. Ms. Jewel Simms
   Educational Division
   Monsanto Company
   800 N. Lindberg. Blvd.
   St. Louis, Mo. 63141
   (694-2662)

10. Mr. Raymond Sacks
    Director
    Vocational-Technical Adult Education
    O'Fallon Technical Center
    5101 McRee
    St. Louis, Mo. 63110
    (776-2215)

11. Mr. Lloyd Smith
    Public Relations
    Colonial Bakery
    4287 Holly Avenue
    St. Louis, Mo. 63115
    (383-2209) - Residence
    (481-0600) - Work

12. Bernice Stevens
    Educational Coordinator
    Southwestern Bell Telephone Company
    100 N. 12th Blvd. Room 1141
    St. Louis, Mo. 63101
    (247-2864)

13. Mr. Alphonso Jackson
    Director
    Public Safety
    City Hall
    12th and Market Street
    St. Louis, Mo. 63103
    (453-3011)

14. Mrs. Geneva Wayne
    Chief Equal Opportunity Officer
    HDC- Human Development Corporation
    of Metropolitan St. Louis
    1321 Clark Avenue
    St. Louis, Mo. 63108
    (241-7500)

15. Mr. Charles Houghton
Director, Civic Development
St. Louis Regional Commerce
and Growth Association
10 Broadway
St. Louis, Mo. 63102
(231-5555)

16. Mr. Daniel Williams
Corporate Manager
EEO Training and Community Affairs
Anheuser Busch
721 Pestalozzi
St. Louis, Mo.
(577-0577)

17. Ms. Joan Fann
St. Louis Symphony Orchestry
Symphony Hall
718 Grand
St. Louis, Mo. 63103
(533-2500)

18. Mr. Steve Clark
Business Resource Center
Missouri Bank
12th and Olive
St. Louis, Mo. 63101
(621-7410)

19. Mr. Wayne Harvey, Attorney
7733 Forsythe Blvd., Suite 1925
St. Louis, Mo. 63105
(862-3535)

20. Mr. Leonard Robinson
United Auto Workers
11340 Hammack Dr.
Bridgeton, Mo. 63044
(731-2800)

21. Mr. William Groth
Supervisor of Education
Museum of Natural Science
Oak Knoll
St. Louis, Mo.
(726-2888)

22. Ms. Joan Baraba
Director, Personnel
First National Bank
510 Locust Street
St. Louis, Mo. 63101
(342-6000)

23. Ms. Merlyn W. Cooper
Director, Bailey Technical School
ITT Educational Services, Inc.
3750 Lindell
St. Louis, Mo. 63188
(533-8700)

24. Ms. Betty Lee
Director, Jeff-Vander-Lou
Communication Center
2953 Dr. Martin Luther King Dr.
St. Louis, Mo. 63106
(535-5185) Work
(534-5117) Home

25. Mr. John McKay
Vice President General Manager
KMOX-TV Channel 4
#1 Memorial Drive
St. Louis, Mo. 63102
(621-2345)

26. Mr. Mike Estivo
Direcotr, Planning and Administration
KMOX-TV Channel 4
#1 Memorial Drive
St. Louis, Mo. 63102
(621-2345)

27. Mr. Daryl Waters
Vice President
McDonnell Douglas
P.O. Box 516
St. Louis, Mo. 63116
(232-3434)

28. Mr. James W. Vollmar
Director, National Alliance of
Businessmen
7701 Forsythe Blvd. Suite 836
St. Louis, Mo. 63105
(725-8860)

29. Mr. Thomas Hill
Manager, Employment and Training
National Alliance of Businessmen
7701 Forsythe Blvd. Suite 836
St. Louis, Mo. 63105
(725-8860)

30. Mr. Kenneth Peck
Director Education Department
Missouri Botanical Gardens
2315 Tower Grove
St. Louis, Mo. 63110

31. Mr. Armond Fitzsimmons
9429 Miriam Street
St. Louis, Mo. 63114

32. Mr. George E. Williams
Manager, Equal Opportunity Program
Brown Shoe Company
St. Louis, Mo. 63105

33. Mr. Donald Ungerman
District Executive
Boy Scouts of America
4568 West Pine
St. Louis, Mo. 63112

34. Mr. Robert Flick
Executive Director
Metropolitan St. Louis Sewer District
2000 Hampton Ave.
St. Louis, Mo. 63139

35. Ms. Judy Brochett
Director Midtown Schools for the Arts
3207 Washington Avenue
St. Louis, Mo. 63103

36. Ms. Thelma Stockho
Director, Education
St. Louis Art Museum
Forest Park
St. Louis, Mo. 63110

37. Mr. Robert Crane
Director, Corporate Affairs
Emerson Electric
8100 West Florissant
St. Louis, Mo. 63136

38. Ms. Myrtle Buford
Customer Service Representive
Easton and Euclid Medical Center
Davis Management Limited
4901 A Martin Luther King Drive
St. Louis, Mo. 63113

39. Dr. Roger Edwards
Divisional Assistant
Board of Education
911 Locust
St. Louis, Mo. 63101

40. Ms. Toni Scalio
Divisional Assistant
Planning and Program
4130 Lexington Avenue
St. Louis, Mo. 63115